

# A TRAINING MANUAL

For empowering young people with learning disabilities  
against sexual abuse and violence

## **Abstract**

With the help of the exercises included in this manual you should be able to design 'educational' sessions with young people with learning disabilities to work around safeguarding issues. The focus is on helping young people with learning disabilities to become aware of their bodies, to identify private and public spaces, appropriate and inappropriate behaviour, the difference between good touch and bad touch, and to empower them and provide them with tools on how communicate their wishes and to say 'no' in a convincing way.



**Keep me  
Safe**



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## About the manual

### Who is it for?

The manual brings together exercises that can help you to work with young people with learning disabilities to empower them to prevent sexual abuse and violence. It can be used by intermediaries, parents or other people that want to work on this topic with young people with learning disabilities.

The exercises that can easily be adapted to be used by a parent with their child are indicated by a \*

### What's its purpose?

With the help of the exercises included in this manual you should be able to design 'educational' sessions with young people with learning disabilities to work around safeguarding issues. The focus is on helping young people with learning disabilities to become aware of their bodies, to identify private and public spaces, appropriate and inappropriate behaviour, the difference between good touch and bad touch, and to empower them and provide them with tools on how communicate their wishes and to say 'no' in a convincing way.

### How to use the manual

The manual is divided into two levels, and each exercise indicates which level it is targeting.

**Level 1** exercises directly target safeguarding issues or are needed to build a basic understanding for safeguarding topics<sup>1</sup> – which is the main aim of this project.

**Level 2** exercises go beyond the basic safeguarding scope, and thus also beyond the project's aims. They require certain conditions to be in place – for example, the facilitator needs to ensure that for the exercises talking about contraception or about sexually transmitted infections: (1) Young people with learning disabilities actually have access to and a choice of method of contraception; and (2) they should be allowed to engage in positive sexual relationships and have the space and time to do so. If these conditions are not in place, you will first need to advocate for these conditions before you can add these exercises to your training sessions.

Level 2 also includes some exercises that are intellectually more challenging and may not be appropriate for all young people with learning disabilities.

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<sup>1</sup> For instance, young people with learning disabilities need to have some body awareness to be able to work on privacy issues and to understand the concepts of good touch and bad touch.

## **Education sessions for young people with learning disabilities – best practice**

### **Preparing the session**

Before the session try to learn as much as possible about your target group. You could do this with the help of something like an application form (see handout – Application Form), which will help you to tailor the training to the realities of young people with learning disabilities.

Below you will also see a consent form – this could be used prior to the first session to get an idea of what the participants are interested in learning and can also be used as a type of consent form (see handout – Consent Form). Depending on the level of support they need, the participants could complete this on their own or with the help of a carer or family member. You can make the forms more accessible by including pictures or pictograms.

During the first session, when setting the scene discuss which topics will be dealt with during the training sessions. Use visual pictograms to present the different topics that will be discussed, and put them on the walls of the teaching room when the sessions take place. There are some topics that are non-negotiable – for instance, safeguarding topics should be part and parcel of any training course prepared for young people with learning disabilities (privacy, good touch/bad touch and saying ‘no’).

## Handout – Application Form

To make this application form accessible for the YPWLD add either pictures or pictograms for the different options in the categories.

<b>When you fill in this form it means you are saying 'YES' to attending this training course</b>		
<b>Name</b>		
<b>Where do you live?</b>		
<b>Residential home</b> <input type="checkbox"/>	Independent flat/house <input type="checkbox"/>	With family /carers <input type="checkbox"/>
<b>Address</b> 		
<b>Phone number</b> 		
<b>Gender</b>	Female <input type="checkbox"/>	Male <input type="checkbox"/>
<b>Ethnicity</b>		
<b>Religious beliefs</b>		
<b>Age</b>	_____ years	
<b>How do you communicate best with other people?</b>		
Talking <input type="checkbox"/>	Sign language <input type="checkbox"/>	Flash cards/photo book <input type="checkbox"/>

Writing <input type="checkbox"/>	Pointing at things (objects of reference) <input type="checkbox"/>	Drawing/painting <input type="checkbox"/>
<b>How do you learn best?</b>		
Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Listening <input type="checkbox"/>
Talking <input type="checkbox"/>	Playing/moving/doing <input type="checkbox"/>	Watching <input type="checkbox"/>
<b>Do you prefer individual training or group training?</b>		
	Individual training <input type="checkbox"/>	Group training <input type="checkbox"/>
<b>Sign</b>		
	Service user <input type="checkbox"/>	
	Parent <input type="checkbox"/>	

## Handout – Consent Form

To make this consent form accessible, add either pictures or pictograms for the different options in the categories – you can use these pictures throughout the training session when discussing the topic that will touch on these themes.

Please complete the form before the training		
You can talk to me about	YES	NO
<b>Level 1</b>		
Body awareness		
Feelings about relationships		
Public and private space		
Good touch/bad touch		
Masturbation		
Saying 'no'		
Being health and safe		
Keeping myself clean		
Relationships		
Periods		
Wet dreams		
How I feel		
<b>Level 2</b>		

Safe sex (using a condom)		
Ways to help me stop getting pregnant		
Sexually transmitted infections including HIV		



## Methodologies to deliver a session

As their learning disability might have an impact on the learning style of your target group, please keep in mind that:

- Learning and processing of information might take more time;
- Your target group might have difficulties with concepts such as rights – try to find accessible ways to talk about these topics; and
- Some people in the target group might have very specific challenges such as difficulties understanding the subtleties of interpersonal interactions; therefore, some of the exercises might not be appropriate for all YPWLD.

The kind of support and assistance the people need for their learning process will also depend on the person: everyone has their own unique learning preferences.

Work in small groups (5 to 6 people maximum) and/or deliver individual sessions.

When training young people with learning disabilities it is important to keep in mind the following rules of thumb:

- Break down the learning into small steps/objectives – make sure you tackle the learning objectives step by step and only move on to the next one when the previous one is achieved.
- Use several different methodologies to address one learning objective (visual cues, auditory information, reading – written preference and kinaesthetic or tactile learners).
- It's important to tell the participants that they always have the opportunity not to participate. This should be repeated at the start of every exercise, so that they can either choose not to participate or keep some distance from the main group if they need it. When staying in the big group becomes uncomfortable for the young people there should be a space available where they can safely go for a time-out (or a safe space in the room). You should discuss this when setting the ground rules and also agree the amount of time they can use to be apart from the group (fix a set time; e.g. 5 or 10 minutes)

Other hints and tips that came up when discussing with the experts were:

- Using playdoh – this could be used as a stress ball – to alleviate stress when talking about 'uncomfortable' topics;
- Using pipecleaners or other tools that the young people can use to indicate they have a question;
- Using a hula hoop to explain the concept of personal space; and
- Handing out certificates to the participants after the different modules to indicate that they have completed the module and have achieved the learning objectives.

## Session plan and elements

The structure of the sessions should be the same every time with *rituals* at the start and end of each session and 2–3 activities in the main part to meet the session's key message/aim.

*Rituals:* These are important elements of sessions for people with learning disabilities. Ritual beginnings and endings to sessions can make participants feel comfortable and able to relax, as they know what will happen each time.

*Recalling* previously established ground rules at the beginning of a session is always advisable.

*'Ice breakers'* or 'getting to know you' games in each session are useful to establish the group.

*Repetition* and recap will allow the participants to use their new skills.

*Energy levels* should be kept high and the pace appropriate to the group.

*Movement* and active exercises can keep up the momentum.

### A typical session plan (to last about an hour)

1. BEGINNING	What's happening in the group?
<b>Settling the group</b> This can be done using a song or music. It's a good idea to use the same 'ritual' activity at the start of every session. The aim is to make it clear that this is the sexuality and relationships education session, not something else; to get everyone focused on what's happening; and to create enjoyment.	Is everyone engaged? Are they able to sit in a circle? Can everyone join in? Do any group members need extra support?
<b>Putting 'private' sign on the door</b> This reminds the group that sexuality and relationships are a private matter, and reminds staff that interruptions are to be avoided wherever possible.	The group can often make the sign themselves. The group can take turns putting the sign on the door.
<b>Ground rules</b> Remind the group of the previously agreed ground rules, displayed at the front.	The group should put these ground rules together. Ground rules can be changed with the agreement of the group.
<b>Recall previous session</b> This can be done in various ways: <ul style="list-style-type: none"> <li>- Ask the group</li> <li>- Show pictures or resources used last time</li> </ul>	What can the group recall? They tend to remember things they have enjoyed, that were fun. You may need to repeat some of the activities from last time.

- Repeat an activity and see how familiar it is to the group	Sometimes it takes several sessions for the group to feel confident with the material.
<b>Introduce this session</b> A useful learning hint: tell students what you intend to do; then do it; then remind them what they've done.	
<b>2. MAIN THEME</b>	
<b>Warm-up activity</b> Make this fun and preferably familiar: students enjoy repetition. Choose an activity that relates to the topic for the session – e.g. if working on body parts, use pass the cushion with body parts.	Are students engaging with this activity? Stop it if it's not working. Can everyone join in? Adapt it to make it easier or harder if necessary.
<b>First activity</b> Use this with the group to introduce the theme to everyone.	There may only be time for one main activity if the group works slowly. Use it this time and add another one next time when the students are more familiar with the first one.
<b>Second activity</b> This may be done in small groups, pairs, single-sex groups or individually.	Think about language, ability, mobility etc. Can support staff work with individuals who need extra help?
<b>Third activity</b> Again with the whole group, bringing everyone together again.	
<b>3. ENDING</b>	
<b>Summarize what's been done.</b> Use an evaluation activity if the group is able.	Are the students still engaged? Get them to help you remember what they've done in the session.
<b>Closing activity</b> This might be a realization exercise or another calm, winding-down activity with the whole group. It should be a ritual activity used at the end of each session: maybe the same as, or a variation on, the opening activity.	

#### 4. AFTER THE SESSION

Make time to evaluate the session as soon as possible. Note any progress or learning, any issues arising from the session and any ideas following the session.	
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### Evaluation

Make sure that the evaluation methods are accessible for the young people with learning disabilities. Use the pictures you used for the consent form to ask them to evaluate the training topic they received training on. You can do this by using smiley and unhappy faces. For some groups of young people with learning disabilities you might need to use more tactile ways to evaluate the session (e.g. with different types of soft tissue when they liked it and rough fabrics when they did not like it. Alternatively you could also use colours.

## Developing a sexuality education plan for young people with learning disabilities

When developing a plan to provide sexuality education sessions, the topics should be organized as a sequence in which it is not taken for granted that the participants know about the parts of the body and then go on to a session about good/appropriate/wanted touch (unless an assessment of knowledge has been done beforehand). This sequence of topics needs to meet the project's main aim (prevention of sexual abuse). It should be delivered in short sessions (45–60 minutes).

The programme should be integrated into the participants' daily routines (i.e. consistently repeated as part of their education and daily life).

### An example of a programme could be:

#### Level 1

- Body awareness (including appropriate names and functions)
- Body changes
- Personal hygiene
- Private parts of the body
- Personal space
- Body touch (appropriate/inappropriate, wanted/unwanted, good/bad)
- Body safety (minimizing risk, who do you tell/trust)
- Sexual rights
- Relationships with family, friends, professionals (link with appropriate/inappropriate touch)

#### Level 2

- Relationships with boyfriends/girlfriends (from holding hands to sexual intercourse, consent)
- Contraception
- Sexually transmitted infections (safer sex)

**There are some messages that are crucial and cross-cutting and that come back regularly throughout the proposed exercises. These are:**

#### **No–Go–Tell someone**

During the sessions at certain points it is important to give the participants clear guidance on how to deal with an uncomfortable situation such as when they are confronted with unwanted sexual behaviour.

A first step is saying 'NO'. But it is also important to explain that there are some people who would not listen or respect their 'no'. The second step is to GO (e.g. push the other person and run away) and to go to someone who can provide help. If for some reason they do not succeed in running away, they should find someone who they trust and TELL them what

happened. But be sure to tell the participants that if something happened to them, it is not their fault.

### **How to say 'no':**

These instructions aim to help participants say 'no' loud and clearly:

- Breathe deeply
- Stand up straight and make deliberate eye contact
- Say 'no' loud and clearly
- Don't smile or laugh
- Use a firm pushing away gesture to reinforce the word

### **How to stand firm:**

This exercise aims to help participants draw strength from their body:

- Place your feet slightly apart (the feet should be approximately under the shoulders).
- Bend the knees slightly (you can ask them to first stretch their legs and then to let go, so the knees should automatically be slightly bent).
- Pay attention to your breathing – imagine that with every exhale you are sending the breath to your feet – imagine you are a great tree that is anchored firmly in the ground by long roots. Feel the wind caressing your branches – feel how strong and firm you are standing there. Feel how now the wind picks up and starts blowing harder. You can gently move with the wind but remain standing firm. With every exhale your roots are more firmly anchored in the ground.

## Themes to be covered – with suggested exercises

### Introductions

The exercises under this section cover topics such as getting to know each other, but also address how to introduce the topic of sexuality and how to create ground rules for the training.

#### *Suggested exercises:*

- Setting the scene
- Active listening
- Getting to know each other
- Introducing the topic of sexuality

### What I need to know about my body

The exercises under this section address knowledge about the male and female body, gender and private areas of the body, basic personal hygiene, and self-image.

#### *Suggested exercises:*

- Standing firm
- Body/body image/male/female
- Body awareness
- Personal hygiene (1)
- Paying compliments
- Personal hygiene (2)
- Swimsuit exercise
- Body quiz

*These exercises touch on the following rights:*

- the right to education and information
- the right to health

### Boundaries and safeguarding

The exercises under this section touch on private and public spaces and behaviour connected to both, aims to provide the young people with skills/tools on saying 'no' and on how to distinguish good touch from bad touch. It also talks about the concept of personal space.

#### *Suggested exercises:*

- Public and private spaces and parts of the body
- My space

- No! That's private!
- Saying 'yes'/'no' to touch
- Saying 'no' (role play)
- Safeguarding contacts
- Touch
- Non-verbal communication (body language)
- Emotion game
- Feeling shield
- Sentimental mail
- Discovering your boundaries/my personal space
- Setting boundaries
- Massage

*These exercises touch on the following rights:*

- the right to education and information
- the right to equality
- the right to security of the person
- the right to bodily integrity
- the right to liberty
- the right to privacy
- the right to personal autonomy

## **Sex, sexuality and relationships**

The exercises in this section talk about the different type of relationships young people with learning disabilities have in their lives and behaviour that is appropriate within these relationships. It also talks about masturbation connected to private spaces.

*Suggested exercises:*

- Relationships with family, friends and professionals
- Romantic and sexual relationships
- Masturbation (1)
- Masturbation (2)
- Talk to me about flirting
- It's a love story
- Interviews: my top 3 values and norms

These exercises touch on the following rights:

- the right to education and information
- the right to equality
- the right to security of the person
- the right to bodily integrity
- the right to liberty
- the right to privacy
- the right to personal autonomy



- the right to participation of all persons

### **Safer sex**

The exercises in this section give young people information on how to prevent an unwanted pregnancy and sexually transmitted infections.

#### *Suggested exercises:*

- Contraception
- Using a condom
- Sexually transmitted infections

These exercises touch on the following rights:

- the right to education and information
- the right to equality
- the right to security of the person
- the right to bodily integrity
- the right to health
- the right to participation of all persons

### **Learn more – resources and tools**

Most of the exercises that are proposed in this manual are part of tools that were developed by the Member Associations that developed the manual. A brief description of each of these tools and other relevant resources can be found online.

## EXERCISES

## INTRODUCTIONS

## Setting the scene

<b>Level</b>	Level 1
<b>Subtitle</b>	<b>Introduction to the course:</b> introducing the programme, its topics, rituals and boundaries
<b>Objectives</b>	<p>The aims of this session are:</p> <ul style="list-style-type: none"> <li>• To get to know each of the participants in the group/individual programme.</li> <li>• To agree a ritual to start every session.</li> <li>• To create 'private' signs to stop people entering the room when the session is taking place.</li> <li>• To agree ground rules of behaviour within the group.</li> <li>• To understand the topics which will be delivered during the programme.</li> </ul>
<b>Learning objectives</b>	Young people with learning disabilities are aware of how the sessions are structured and what the ground rules are.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Alternatives: use of pictograms to explain the rules that need to be adhered to</li> <li>• Use of pictograms that depict the topics that will be discussed during the upcoming sessions – ideally you should use the same or very similar pictures to the ones you included in the consent form.</li> </ul>
<b>Duration</b>	<p>45 minutes – for an individual session</p> <p>60 minutes – for a group session</p>
<b>Methodology</b>	<p><b>1. Start:</b></p> <ul style="list-style-type: none"> <li>• Welcome to the course: trainers introduce themselves by saying their name and what they do, or they could write their names or pass a ball etc. Ask participants to do the same.</li> <li>• Timeline/purpose of the course: trainer writes/draws on flipchart the day/time/number of weeks the course will be delivered.</li> <li>• Trainer explains and writes down what the course is about. Trainer asks the members of the group if they agree.</li> </ul> <p><b>2. Main theme:</b></p> <ul style="list-style-type: none"> <li>• Choosing rituals: Trainer asks participants to choose a way to</li> </ul>

	<p>start/end the sessions every time: passing a ball or other object, playing a song, stretching exercises...</p> <ul style="list-style-type: none"> <li>• Including 'private' sign: Trainer asks for someone to create 'private' signs to put up at the door: this is to emphasize that this time and space is for them</li> <li>• Creating ground rules: Trainer asks participants to list ground rules to be used during training sessions. These rules are written/drawn on flipchart paper and put up on a wall. They are read out/signed by all (alternatively you can use pictograms depicting the ground rules – examples in handout below)</li> <li>• Introducing the course topics: Trainer shows the topic list the participants had received before joining the group and explains that they chose the list of topics for the course. Trainer lists the topics on the flipchart and asks participants for a brief description of each topic. Allocation of dates for each one. Alternatively you could also work with pictograms depicting the different topics that will be discussed during the training.</li> </ul> <p><b>3. End:</b></p> <ul style="list-style-type: none"> <li>• Summarizing/recapping today's session: Question and answer about what we have done today: rituals, 'private' sign, ground rules, topics</li> <li>• Evaluating the session: Participants complete an accessible form by ticking a box or circling if they liked/disliked/were not sure about the session</li> <li>• Ending with rituals: Passing the ball, playing a song, exercises etc., as agreed.</li> </ul> <p>Participants take turns to take down the ground rules chart and 'private' sign</p>
<p><b>Guidance and talking points for the facilitator</b></p>	<p>The topics are preferably chosen by participants before the start, by completing an accessible topics list document with a support worker/carer/family member (see Consent Form).</p> <p>The consent form allows the participants to indicate which topics they want to have as part of the programme – although the basic safeguarding topics are non-negotiable (good/bad touch, private/public and saying 'no').</p> <p>During the exercise pay attention to participation levels when setting ground rules; you can also give the participants the opportunity to add their own ground rules. This will help to ensure ownership. Also notice energy levels and be sensitive to possible emotional distress or participants feeling uncomfortable.</p>

Alternatively you could also prepare a paper with the ground rules on them (in writing and with pictograms) that you ask the participants to stamp for approval and commit to.

The main messages to convey to participants are that they should only participate at the level at which they feel safe and comfortable. And that it's important to guard their own boundaries and respect the boundaries of others.

For rules in relation to confidentiality it is best to explain clearly when/in which cases there is a duty to respond/report (e.g. in cases where the participants report sexual abuse).

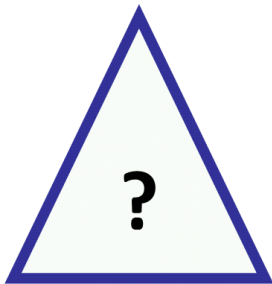
## Pictograms for ground rules



You can choose not to participate



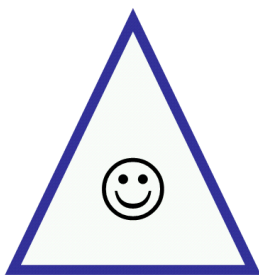
Listening to each other



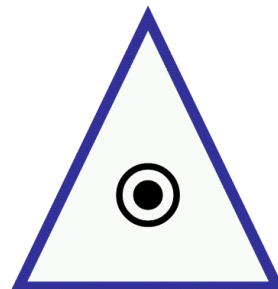
You can ask a question



Switch off your mobile phones



Laughing is allowed



Whatever you say stays in this room

Source: Pro Familia Landesverband Bayern

## Active listening

<b>Level</b>	Level 1
<b>Objectives</b>	To encourage participants to stop and listen to what is being said.
<b>Materials needed</b>	Stopwatch or a big clock so everyone can see how much time they have, or a bell to indicate when time is up.
<b>Duration</b>	10–15 minutes plus 30 seconds for every participant in the room
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Pair off participants with someone they don't know well.</li> <li>2. Give instructions as follows:</li> <li>3. Each person will talk for two minutes about his or her first kiss (or any other topic that they choose). Even if they have nothing else to say, they can choose to stay silent until the two minutes are up. It is important to make a note here that they must share only what they feel comfortable with the rest of the group knowing about.</li> <li>4. The person listening is not allowed to take written notes, or to ask any questions or to interrupt.</li> <li>5. When the time is up, the facilitator instructs the group that they will each have 30 seconds to summarize what they heard during the two minutes.</li> <li>6. Before moving on, ask the person whose story was summarized if they felt it was accurate or not.</li> <li>7. Make the point that sometimes it is important to make time to listen instead of focusing on preparing the next question, response or thought.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>During the exercise be sure to emphasize that each participant must share only as much as they feel comfortable and safe doing.</p> <p>Points for discussion:</p> <ul style="list-style-type: none"> <li>• How easy or hard was it to share such details with a person you hardly know?</li> <li>• Did it make a difference not being interrupted in your train of thought?</li> <li>• How did you feel when you couldn't ask for clarification or more information etc.?</li> </ul> <p>Main messages:</p>

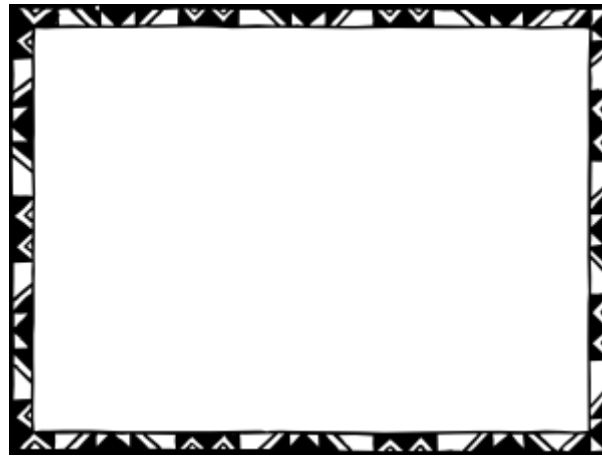


	<ul style="list-style-type: none"> <li>• It is often important to listen without interruption and without guiding a conversation.</li> <li>• Sometimes it is important to take the time to listen rather than to be preparing our next question, response or thought.</li> <li>• Some participants may have short-term memory challenges, and some may, for instance, have dyspraxia and may find it difficult to write. There can be an option here to use a laptop, pictures of faces with a ready-made chart to help remember the conversation rather than relying on written words.</li> </ul>
<b>Source</b>	CFPA

## Getting to Know Each Other

<b>Level</b>	Level 1
<b>Objectives</b>	To get to know the members of the group.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Handout with Personal File</li> <li>• Polaroid camera, or ask the participants to bring a picture of themselves</li> <li>• Glue</li> </ul>
<b>Duration</b>	20 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Hand out the personal file handout and paste the participants' picture in the first frame.</li> <li>2. Ask the participants to write their name or write the participants' name on their personal file.</li> <li>3. Ask the participants to complete the other sections – if they cannot or do not wish to write, they can also draw the other categories: <ul style="list-style-type: none"> <li>• where I live</li> <li>• where I work</li> <li>• what I like</li> </ul> </li> <li>4. Hang the different personal files in the room during the training sessions.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	You can hang these up in the room during the training sessions. It is a nice way to get to know each other and can also serve as a reminder of the participants' names.
<b>Source</b>	Pro Familia Passau

I AM



I live .....

.....



I work .....

.....



I like .....

.....

## Introducing the Topic of Sexuality

<b>Level</b>	Level 1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To brainstorm about what sexuality means.</li> <li>• To demonstrate that sexuality can be interpreted very differently by different people.</li> <li>• To show how people's experiences also colour their interpretation of the word 'sexuality'.</li> </ul>
<b>Learning objectives</b>	Participants understand that sexuality is a very broad concept and that different people can understand different things under it
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Group interview: none</li> <li>• The carpet:</li> <li>• Different items and photographs related to different aspects of sexuality</li> <li>• Or postcards related to different aspects of sexuality</li> <li>• Themes for the photographs, items or postcards can be related to: sexuality; reproduction; gender; pleasure etc.</li> </ul>
<b>Duration</b>	20–40 minutes
<b>Methodology</b>	<p>There are different methods you can choose to broach the topic of sexuality and to start a short brainstorm around it.</p> <ol style="list-style-type: none"> <li>1. Group interview</li> <li>2. The carpet</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p><b>1. Group interview</b></p> <p>The point of the assignment is not to have a very thorough conversation but to keep it going quite fast.</p> <p>Don't say anything about the assignment: only talk about what you want to do. For example "I will ask a short question or make a short statement, and you are expected to say the first thing you can think of." Also state that during this exercise it is OK to talk all at once. An example you can give (which is unrelated to the subject) is, for instance: "my favourite food is ..." or "my favourite colour is ...".</p> <p>Also explain that lying is OK, and revisit the ground rules if needed.</p>

Then go into the assignment – you can use some of the following statements/questions:

- The first time I fell in love I was ... years old
- The first time I fell in love with ...
- My first kiss was ...
- The love of my life is ...
- I would like to kiss ...
- What I would like to do once is ...
- I think ... is the most sexy girl/women
- I think ... is the most sexy boy/man
- Romance is ...
- I think ... is the most beautiful part of a man's body
- I think ... is the most beautiful part of a woman's body

*Pay attention to:*

If there is a lack of reaction, you could also point to participants to ask them to answer (a couple of them at the same time).

Another alternative is to have the group throw around a soft ball or little cushion and to ask that whoever catches it answers the question (of course, here as well people can decide not to answer).

You could also ask the group to come up with questions themselves.

## **2. The carpet**

Spread out the visual elements (pictures, clothes, candles etc.) that are connected to sexuality over the carpet, and everyone is allowed to pick up one of them.

Then ask people why they chose this item? What does it mean to them?

You can also collect some questions from the group during this exercise.

## **3. Carpet alternative**

Postcards with erotic, nice and ugly images on the subject of sexuality are laid out on the ground. The participants look at the images and each select one which they like and one that irritates them or that they find distasteful. They explain their choices to the group. The postcards can be put into two categories: the likes and dislikes can be put up on the wall so that the two sides of sexuality can be looked at and discussed.

The carpet exercise can be used to demonstrate that sexuality is such a diverse subject – everyone has their own ideas, feelings and experiences. Sexuality means many things and can mean different things for different people. Make sure the limits of your programme are clear: what you want to discuss and what you will not discuss. When talking about sex, a lot of people think about

	penetrative sex between a woman and a man, but sexuality is a much broader topic and touches on many more aspects. All people when they are born are sexual beings. Sexuality is not limited to a certain age, but a person will experience sexual development throughout his/her life.
<b>Source</b>	Rutgers WPF Pro Familia Landesverband Bayern

## **WHAT I NEED TO KNOW ABOUT MY BODY**

## Standing firm \*

<b>Subtitle</b>	Being like a rock (Energizer)
<b>Level</b>	Level 1
<b>Objectives</b>	To enable the participants to become aware of their body.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• The participants will learn how to feel their power.</li> <li>• The participants will know how to stand firm.</li> <li>• The participants will know how to use their body to feel powerful in difficult situations.</li> <li>• Participants will be able to identify positive aspects of their own body.</li> </ul>
<b>Materials needed</b>	None
<b>Duration</b>	15 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Introduce the assignment briefly: “showing someone what you want and what you do not want is something a lot of people find challenging – such a situation is easier to deal with when you feel confident. You can also draw strength from your body – this you can do by standing firm, which is what we will practise during this exercise.”</li> <li>2. Ask the participants to stand in a big circle.</li> <li>3. Walk around and try to knock the participants off balance by gently pushing them.</li> <li>4. Then ask them to stand really firm, and walk around the circle again and try to knock them off balance.</li> <li>5. Compliment the participants when they stand firm.</li> </ol> <p><i>Instructions for standing firm</i></p> <ul style="list-style-type: none"> <li>• Place your feet slightly apart (the feet should be approximately under the shoulders).</li> <li>• Bend the knees slightly (you can ask them to first stretch their legs and then to let go so that the knees should automatically be slightly bent).</li> <li>• Pay attention to your breathing – imagine that with every exhale you are sending the breath to your feet – imagine you are a great tree that is anchored firmly in the ground by long roots. Feel the wind caressing your branches – feel how strong and firm you are standing there. Feel how</li> </ul>



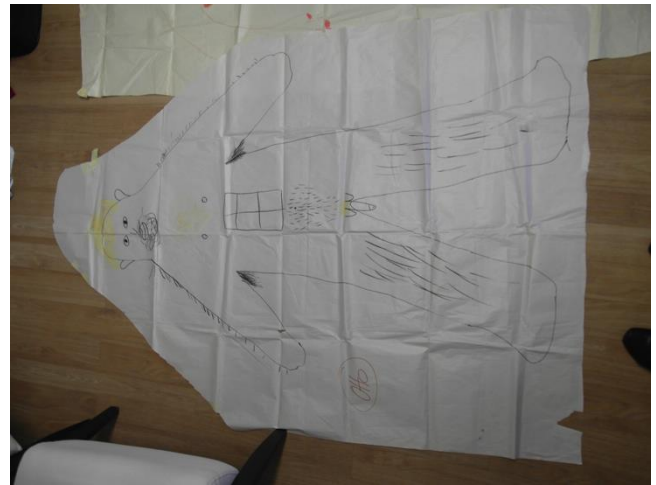
	<p>now the wind picks up and starts blowing harder. You can gently move with the wind but remain standing firm. With every exhale your roots are more firmly anchored into the ground.</p> <ul style="list-style-type: none"> <li>• The wind is slowly passing, and I will count to three, and on the count of three you can shake it off.</li> </ul> <p><i>A variation is that the participants pair up and each in turn tries to knock the other off balance by gently pushing their back.</i></p>
<b>Guidance and talking points for the facilitator</b>	<p>How was the exercise – how did you feel standing firm?</p> <p>You have learned how to stand firm, and you can use this in different situations. It will help you to feel stronger in situations when you feel insecure.</p>
<b>Source</b>	Rutgers WPF

## Body/Body Image/Male/Female \*

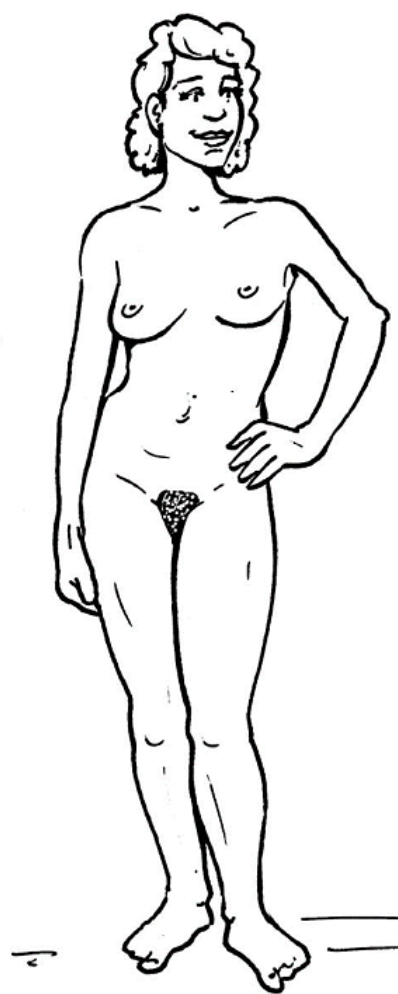
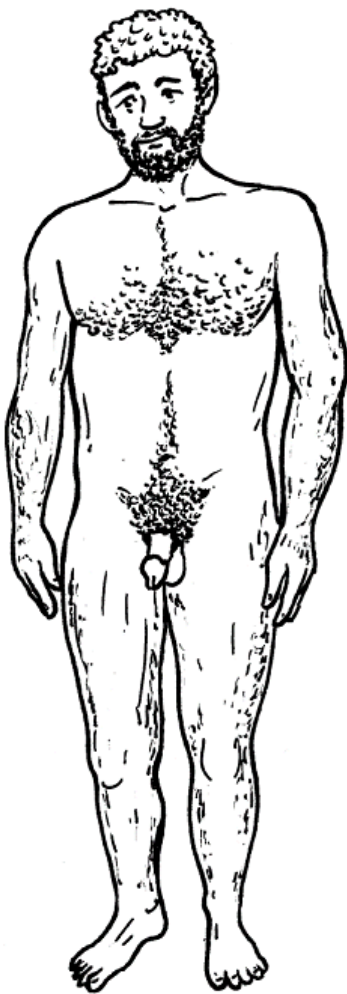
<b>Subtitle</b>	Exercise that promotes knowledge of the human body, its parts and functions
<b>Level</b>	Level 1
<b>Objectives</b>	To promote knowledge about the human body, development and differences between boys and girls.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Participants are able to name different parts of the body.</li> <li>• Participants are able to identify feelings connected to their body.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Picture of a human body <ul style="list-style-type: none"> <li>• You can draw the contours of a participant on a very large sheet of paper (see sample pictures below).</li> <li>• You can use a set of cubes that fit together and form figures that allow working on body issues, relationship and affections.</li> <li>• You can also use a large drawing of a female and a male body (see below).</li> </ul> </li> <li>• Use the activities and drawings from the SER+ manual and from the Manual for Professional School (APF)</li> </ul>
<b>Duration</b>	30 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Link words to the different parts of the body – give them the names and ask them to put the words in the right place on the body. You could also ask them to draw or make the parts of the body out of play-doh and put the drawings/play-doh creations in the right places on the body, or if they can't draw, use laminated drawings. You can use this exercise as an entry point to explain about and discuss the different parts of the body and talk about body functions.</li> <li>2. As an extension to the exercise you could also link words to different parts of the body such as feelings, actions (kisses, sex, hugs), emotions etc.</li> <li>3. It can also be used to talk about pregnancy, menstrual cycle etc.</li> <li>4. Once you have discussed the difference between men and</li> </ol>

	<p>women, you can ask the participants to stand with the gender they identify with – e.g. people who identify as male can stand next to the drawing of the man; the same for the women. This might also be a good way to explain about transgender that there are people who might be born as a man but identify as a woman or vice versa and that is OK.</p>
<p><b>Guidance and talking points for the facilitator</b></p>	<p>The facilitator must have a strong knowledge about the human body and its functions. During this exercise it is important to use the correct language and to explain what happens in the body.</p> <p>Depending on the age of the group you can also discuss puberty and the changes to the body during puberty.</p> <p>Try to also link the session with emotions and relations.</p> <p>When working individually, always try to relate to the participant's personal wishes, desires, emotions etc.</p>
<p><b>Source</b></p>	<p>Portugal FPA</p> <ul style="list-style-type: none"> <li>• The cube set: <a href="http://www.apf.pt/?area=100&amp;mid=003&amp;lvr=LVR49cfdd63343b9">http://www.apf.pt/?area=100&amp;mid=003&amp;lvr=LVR49cfdd63343b9</a></li> <li>• The SER+ Manual activities and drawings in it: <a href="http://www.apf.pt/?area=100&amp;mid=003&amp;lvr=LVR47e1262824a69">http://www.apf.pt/?area=100&amp;mid=003&amp;lvr=LVR47e1262824a69</a></li> <li>• Programa de Educação Sexual para o Ensino Profisisonal (Sex Education Programme for Professional Schools)</li> </ul> <p>Pro Familia, Germany</p>

## Sample Pictures

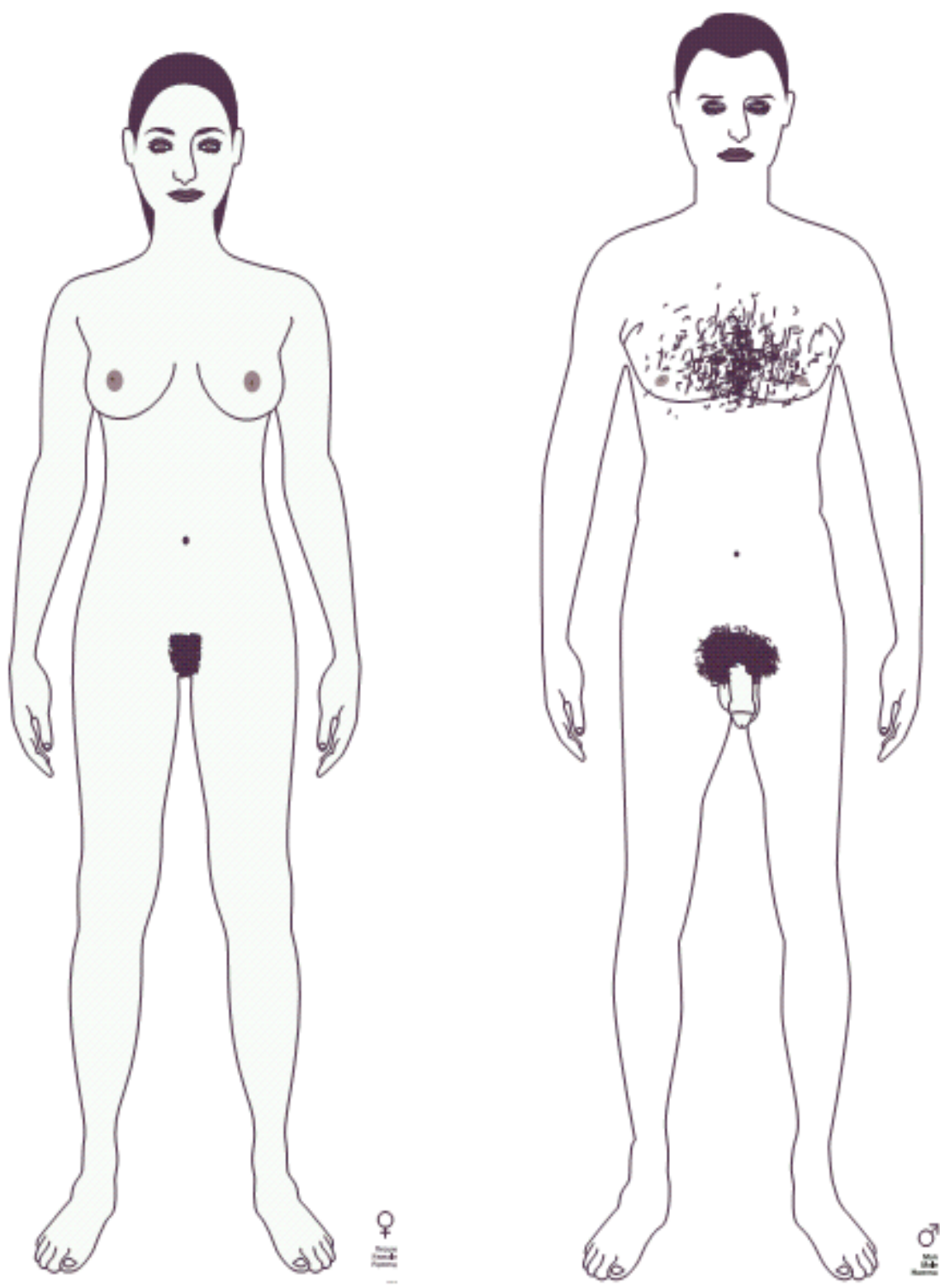


Source: Pro Familia Passau



Source: Pro Familia Landersverband Bayern

## Handout – Drawings



Source: Sensoa 'Make it Work'

## Handout – List of Words/Terms

These are some examples of terms you might use – try to adapt the list to the situation and the participants in your session

Breast	Penis
Hip	Beard
Belly button	Anus
Pubic hair	Clitoris
Armpit hair	Nipple
Prostate	Foreskin
Testicle	Semen
Ejaculation	Ovary
Vagina	Ovarian tube
Womb	Love
Shaving	Hugs
Kisses	Masturbation
Heartache	Vaginal secretion
Nocturnal emission (wet dream)	Bottom/buttocks
Urinary meatus	Labia majora
Bladder	Egg cell
Scrotum	Glans



## Body Awareness \*

<b>Subtitle</b>	Being aware of female and male sexual parts
<b>Level</b>	Level 1
<b>Objectives</b>	To teach participants about the male and female sexual parts of the body.
<b>Learning objectives</b>	<p>Participants are able to:</p> <ul style="list-style-type: none"> <li>• Identify female sexual body parts;</li> <li>• Identify male sexual body parts;</li> <li>• Differentiate between female and male sexual body parts; and</li> <li>• Identify gender in themselves.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Optional: 'All about us' CD-Rom</li> </ul>
<b>Duration</b>	1 hour
<b>Methodology</b>	<p><b>1.</b> Drawing of life-size body shapes:</p> <ul style="list-style-type: none"> <li>• Put together several flipchart papers and ask for a volunteer to lie down and draw their body shape with someone else's help for their arms and head.</li> <li>• Distribute drawings of a man's/woman's private body parts (or create your own drawing and laminating): penis, chest, breast, vulva/vagina and public parts like the head/face.</li> <li>• Ask participants to put one gender's parts on that body shape and name/write down each part. Repeat with the other gender.</li> <li>• Put both life-size drawings on the wall and ask participants to stand by the shape that represents their gender.</li> <li>• Also introduce transgender: "You can look and feel in a certain way, and sometimes it matches, and sometimes it does not."</li> <li>• People have different body shapes, smell, colour etc., and that is OK.</li> </ul> <p><b>2.</b> Alternative 1: play the 'All about us' CD rom: 'Understanding girls' bodies'; 'Understanding boys' bodies'; 'Being a man and</p>



	<p>a woman'; with participants interacting with the CD's learning checks; <b>OR</b></p> <p><del>3.</del> Alternative 2: use the hand-out attached and run through the main messages and exercises.</p>
<b>Guidance and talking points for the facilitator</b>	<p>Participants could use local slang names for sexual parts of the human body. The facilitator would encourage participants to use the socially accepted words (penis, vagina etc.).</p> <p>The facilitator should be aware of over-sexualized vocabulary used by participants, which could be a sign of exposure to that behaviour.</p>
<b>Source</b>	<p>UKfpa</p> <p>Illustrations: Danish Family Planning Association – Sex og Samfund</p>

## Handout – Messages for Body Awareness

**Source:** *This is a transcript of the messages from the 'All about us' CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

*The following exercises will help us to learn about the body and the different parts of the body and how they change. Include or use illustrations when going through these messages.*

### Girls' bodies – main messages

There are different ways in which a girl's body changes when she grows into a woman.

Girls will start developing breasts.

- Sometimes people call these other names such as boobs.
- There are different sizes and shapes, and that is OK.

As you grow taller your hips will become broader and breasts heavier.

Hair begins to grow where they did not have hair before.

- On their legs and under their arms
- This is all normal
- There will also be hair growing between their legs.

We will now focus on the area between the legs:

- This is called a vulva
- The hair around the vulva is called pubic hair
- It is important you wash your vulva every day and keep it clean.

*Show what the vagina is and show what pubic hair is.*

Girls and women have a womb – you can't see this as it is inside the body.

*Name the different parts of the womb:*

- Vagina
- Ovaries
- Womb
- Fallopian tubes

*Recap by asking the participants to name the different parts of the body:*

- Vulva
- Womb
- Breasts
- Hips

### Understandings boys' bodies

How the body changes when a boy grows into a man:

As boys get older hair starts to grow all over their body.

- Most men grow more hair on their face than women, and that is why they have to shave
- Boys get hair on other places of their body such as on their:
  - Chest
  - Arms

- Back

Their voices become deeper, and they begin to sweat more.

All boys have a penis.

- Sometimes people call these other names such as willy or dick.
- Each penis has a different size and shape, and this is normal.
- Some boys have foreskin.
  - This is the loose skin around the top of the penis
  - If they do not wash under this foreskin a creamy liquid can build up under it and start to smell
  - It is important to keep it clean by washing it every day.

Boys also have testicles. Sometimes people call these other names such as balls or nuts.

*Have a picture or drawing of the external genital area and name the different parts:*

- Penis
- Foreskin
- Testicles

As boys grow older getting taller and stronger:

- their penis gets thicker and longer
- testicles grow bigger
- hair will start to grow around the penis, and this is called pubic hair.

*Recap by asking the participants to name the different parts of the body:*

- Penis
- Foreskin
- Testicles
- Pubic hair.

## **Being a man – being a woman**

No matter what clothes a man wears or how he has his hair, he will always be a man.

No matter what clothes a woman wears or how she has her hair, she will always be a woman.

*Ask the participants to identify by using some illustrations or pictures who they think is a man and who they think is a woman (also have pictures of men dressed like a woman or men with long hair and pictures of women dressed like a man or women with short hair).*

## **Wet dreams**

We learned about boy's body parts and the penis. *(If this session does not follow the one on the body, recap quickly the different parts of the male genitals (penis, testicles, foreskin and pubic hair)).*

We are going to learn a bit more; this will help us to know that different things happen to the penis. The penis is used for two different things: peeing and having sex.

When boys go to the toilet, their penis is usually soft, and liquid comes out of the penis called urine or pee. At other times a boy's penis might be hard and sticks out from his body. This is called an erection but sometimes people also call this a hard-on. This can happen to boys without warning and can make them feel embarrassed.

When a penis is erect, a creamy fluid can come out of it which is called semen, and we call this an ejaculation. Semen and urine can't come out of the body at the same time.

Complete the sentence:

- The liquid that comes out of a soft penis is called:
- The liquid that comes out of an erect penis is called:

Quite often boys get an erection in the morning or this can happen when they think about people or see pictures they like. This can also happen when they are in bed dreaming and they might wake up and find the bed is wet. This is not urine but semen and is called a wet dream.

*Show pictures of an erect and soft penis and ask participants to identify the soft penis and the erect penis.*

## Periods

We have learned about girls' body parts – we have talked about girls' body parts you can't see because they are inside the body. *(If this session does not follow the one on the body, recap quickly the different parts of the female genitalia (womb, ovaries, vagina, fallopian tubes)).*

Now we are going to learn more about the vagina. As part of growing up girls get blood coming from their vagina each month. This is called a period or menstruation; some people call it 'that time of the month'. Periods usually last 3–7 days. This is normal and is a sign that girls are growing up.

When girls have their first period, although they are too young to think about having a baby, their body is starting to get ready for this.

Now we are going to learn more about the womb. Each month a tiny egg too small to see comes out of the ovary. Girls have two ovaries (look at a drawing of the ovaries). The tiny egg moves down through tiny tubes that take the egg to the womb. These tubes are called fallopian tubes.

The womb is where a baby would grow. When a girl's body knows that no baby is growing, her period starts.

Sometimes when girls' periods start, their breasts may become sore, they may get some spots on their face, get some pains in their stomach and may feel sick. Sometimes girls get angry, feel moody or cry for no reason. It is normal to feel like this. Holding a hot water bottle to the stomach can make them feel better. If the pain gets really bad, the girls should talk to someone they trust.

*Recap different parts of the female genitalia (ovary, womb, fallopian tubes).*

When girls have their period they need something to stop the blood going on to their clothes – these are called sanitary towels, and there are many types. Sanitary towels have a sticky strip that sticks to the inside of the girl's pants. You need to pull off the strip on the back and stick it onto your pants. Sanitary towels soak up the blood as it leaves the body. They should be changed every few hours. It is important to wash your hands before and after this is done.

Some girls and women use tampons instead of sanitary towels. Tampons come in different sizes. Tampons fit into the vagina and soak up the blood before it leaves the body. Girls can go to the toilet when they have their tampon in. It is important to remember to wash your hands before and after this is done. Girls should remember to check that they have taken out their tampon at the end of their period.

Girls don't always know when their period is coming, and they might find blood on their bed sheets and pants. This is normal. It is a good idea to always carry a towel or tampon with you when you think you might be getting your period.

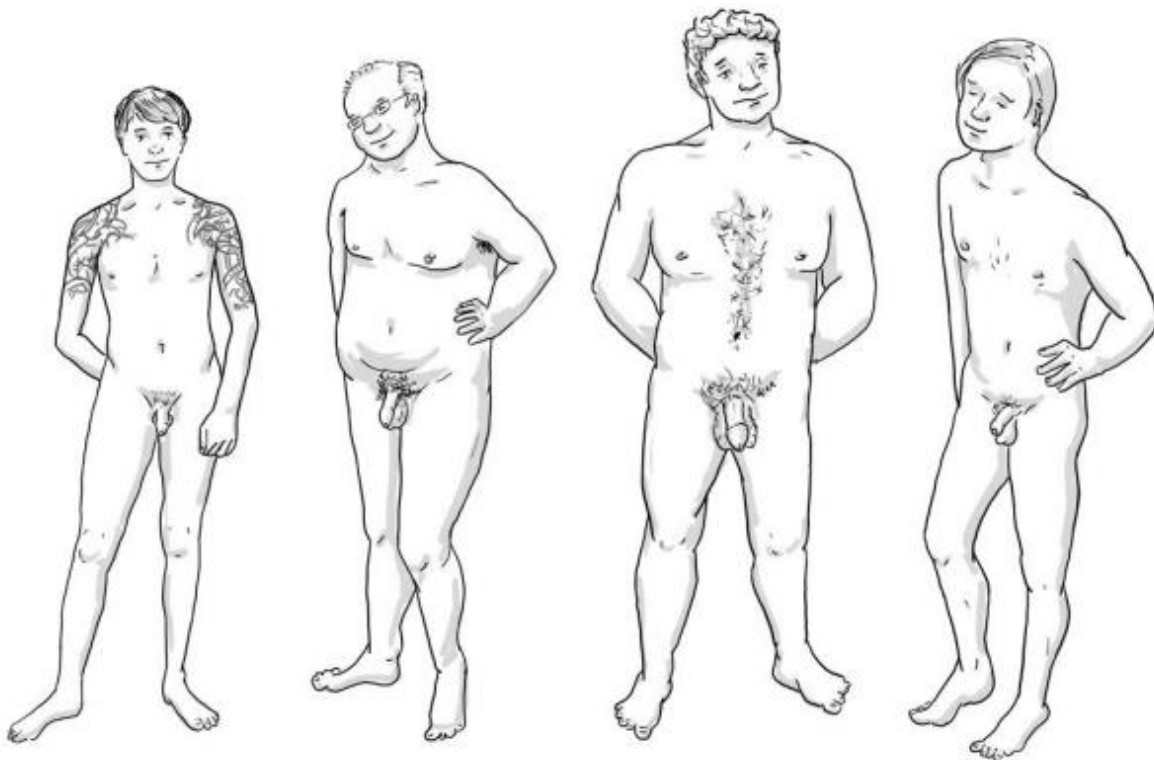
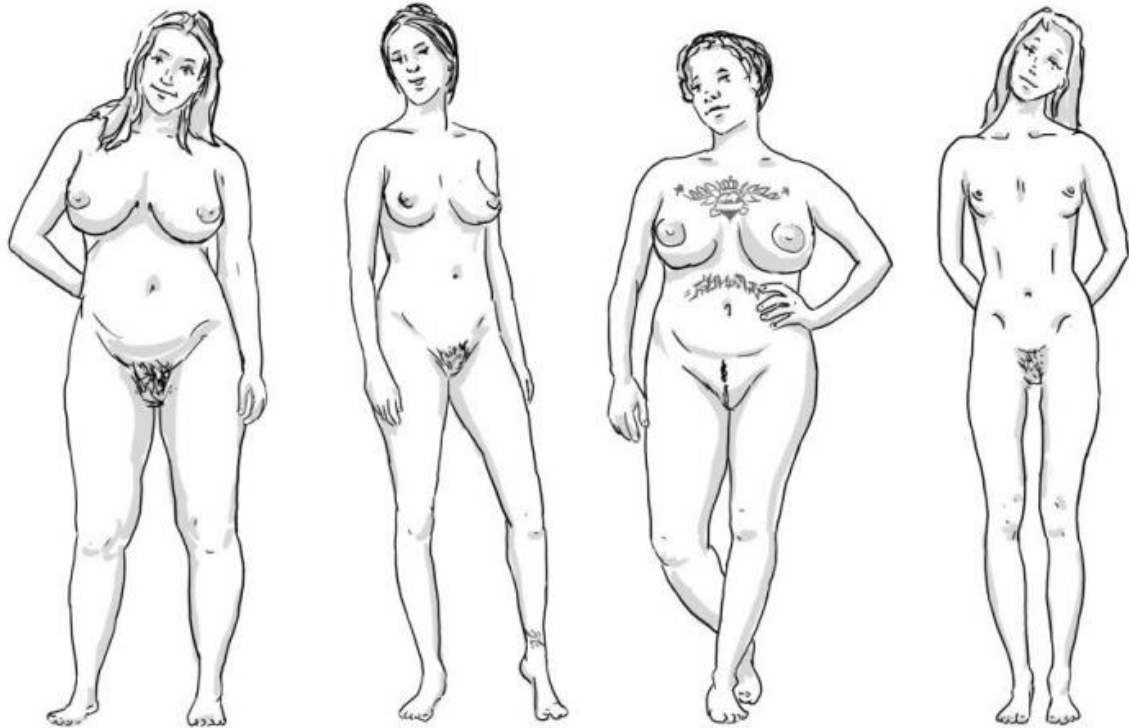
Don't throw the tampon or towel in the toilet. This might block the toilet. Wrap it up and put it in a bin.

*Have different items or pictures of items and ask which one you would use during your period – e.g. sticking plaster, sanitary towel, normal towel and tampon.*

When women grow much older, their periods may not come every month, and then they will stop altogether. This is called the menopause or is sometimes called the change. There are also other times when a woman's period stops – when a baby is made and the woman is pregnant.

## Illustrations of women's and men's bodies

Source: Sex og Samfund



## Personal Hygiene (1) \*

<b>Subtitle</b>	Self-care, self-awareness, self-image and self-esteem
<b>Level</b>	Level 1
<b>Objectives</b>	To help participants identify self-care. Ways to keep themselves clean and whoever helps them keep clean.
<b>Materials needed</b>	Soft washcloths
<b>Duration</b>	15 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Everyone gets a small washcloth.</li> <li>2. Stand in a circle and explain that during this exercise you are going to demonstrate how to wash your body for daily hygiene.</li> <li>3. As a facilitator you can demonstrate how to do it: <ul style="list-style-type: none"> <li>• Wash your body: face, fingers (in between the fingers as well), armpits, toes, genitals.</li> <li>• Give the participants some nice lotion they can apply to their hands and face.</li> </ul> </li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>Emphasize that it is the participants' responsibility to take care of their own body.</p> <p>Explain that smelling good might have a good impact on your relationships; similarly, having a bad smell might have a negative impact on your relationships.</p>
<b>Source</b>	Pro Familia

## Paying Compliments \*

<b>Subtitle</b>	Body awareness
<b>Level</b>	Level 1
<b>Objectives</b>	To appreciate that everyone is different and has positive aspects; to understand diversity
<b>Learning objectives</b>	The participants are able to say positive things about themselves (something about their looks, body or a skill they have). The participants are able to see positive features of their bodies.
<b>Materials needed</b>	No materials needed
<b>Duration</b>	15 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Give a short introduction about self- image. “Everyone has a lot of opinions about all sorts of things. Also about themselves. And that is a self-image – the way you feel about yourself. If you have a negative self-image you often feel insecure and find it hard to make choices or to indicate what you like and don’t like. If you have a positive self-image, it’s easier to maintain your position. So feeling good about yourself helps. You can get a positive self-image by being gentle to yourself and not being too tough on yourself. Pay yourself a compliment from time to time.”</li> <li>2. “Everyone has things he or she can do well, and there are other things you might not be that good at. There are people that can sing well, or cook well, or dance well, or can run really fast etc. Some talents you are born with – others you need to work hard for.”</li> <li>3. A lot of people have a really hard time saying something positive, but ask them what they can’t do, and they can give you a long list. Ask what they are good at, and they can’t say anything or it’s very difficult to identify something.</li> <li>4. During this exercise we are going to identify some things we like about ourselves, and we are going to tell each other about them. <ul style="list-style-type: none"> <li>• ‘Standing Firm’ (see exercise on page ...).</li> <li>• Think of something you are good at or you like about yourself.</li> <li>• Keep standing firm and tell the group the thing you thought</li> </ul> </li> </ol>



	<p>about yourself. When doing this, try to look the other people in the eye.</p> <ul style="list-style-type: none"> <li>• After you say it, the group will repeat it.</li> </ul>
<b>Guidance and talking points for the facilitator</b>	<p>Ask the participants what and how they felt during the exercise.</p> <p>Pay attention to the following during the exercise:</p> <p>The idea is that everyone is good at something and everyone has something beautiful. The whole exercise is about paying compliments, so do not accept it if people say they can't think of anything or that they aren't beautiful.</p> <p>Alternatively, if people feel uncomfortable saying something about themselves, you can ask them to say something about their neighbours.</p> <p>Pay attention to the language that the participants use. During the exercise participants often downplay or try to weaken what they are saying – for example, “the least ugly is ...” When this happens, ask the participant to repeat it but more strongly. If it does not work, you can repeat the exercise on ‘Standing firm’.</p>
<b>Source</b>	Rutgers WPF

## Personal Hygiene (2) \*

<b>Subtitle</b>	Self-care, self-awareness, self-image and self-esteem
<b>Level</b>	Level 1
<b>Prior knowledge needs</b>	Participants know the different names of parts of the body
<b>Objectives</b>	To help participants identify self-care. Ways to keep themselves clean and whoever helps them keep clean.
<b>Learning objectives</b>	Participants know how to keep themselves clean.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Picture of man and woman</li> <li>• Pictures of bodily fluids, tissues, wipes, bathing/showering</li> <li>• Glue</li> </ul>
<b>Duration</b>	45 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Stick pictures of a man and a woman onto a sheet of paper.</li> <li>2. Ask participants to think of bodily fluids that come out of the human body. List or glue pictures of bodily fluids and place near the nose (mucus), underarms (sweat), mouth (saliva).</li> <li>3. Ask the participants to think of ways of keeping the body clean from the bodily fluids. List or glue pictures of tissues, wipes and bathing/showering.</li> <li>4. Ask the participants who helps them keep clean, and link back to safeguarding issues.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>During the exercise pay attention to participants' awareness of their own body and the levels of autonomy in self-care.</p> <p>Emphasize that it is the participants' responsibility to take care of their own body. Explain that smelling good might have a good impact on their relationships; similarly, having a bad smell might have a negative impact on their relationships.</p>
<b>Source</b>	IFPA

## Swimsuit Exercise \*

<b>Subtitle</b>	Parts of the body and boundaries
<b>Level</b>	Level 1
<b>Prior knowledge needs</b>	<ul style="list-style-type: none"> <li>• Participants have received some training or have some knowledge on private parts of the body.</li> <li>• Participants have some knowledge about good touch and bad touch.</li> </ul>
<b>Objectives</b>	To make participants aware of their body parts and the rules of touching.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Participants will learn which parts of the body are private.</li> <li>• Participants will understand that private parts should be covered when in public spaces.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• A drawing of a naked young person, man and woman.</li> <li>• Cut out drawings of swimming trunks for men and a swimsuit for a woman or bring swimming trunks and a swimsuit for a woman</li> <li>• Alternatively, you can also ask the participants to bring their own swimming costumes).</li> <li>• Glue</li> </ul>
<b>Duration</b>	45 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Ask the participants to look at the outline of the drawing showing a naked man and woman and help them indicate areas that should be covered when they are going swimming in a public pool.</li> <li>2. Ask the participants to put the cut-out drawings of the swimming costumes on the naked pictures.</li> <li>3. Ask the participants to identify areas of the body that are covered, and explain that these are places where they should not be touched.</li> <li>4. List the parts of the body using the correct names.</li> <li>5. Explain that there are 'private' areas that no one is allowed to touch without their consent. If necessary, also state that this does not mean that everyone can touch you anywhere else.</li> </ol>
<b>Guidance and</b>	During the exercise pay attention to the level of understanding of

<p><b>talking points for the facilitator</b></p>	<p>the named parts of the body and public/private boundaries.</p> <p>You can repeat this message while on a swimming lesson/outing.</p> <p>The main message to convey is that rules of touching apply to keep people safe.</p> <p>During the explanation take into account the difference between functional touch and sexual touch.</p>
<p><b>Source</b></p>	<p>IFPA</p>

## Body Quiz \*

<b>Subtitle</b>	A fun way to find out what young people with learning disabilities know and what they don't know
<b>Level</b>	Level 2
<b>Objectives</b>	To enable the professional to gain an insight into what the young people with learning disabilities know and don't know about their bodies and sexuality.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• 2 green and 2 red cards</li> <li>• A flipchart to keep score</li> <li>• A small prize for the winners (optional)</li> </ul>
<b>Duration</b>	25 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into 2 teams.</li> <li>2. The teams get a statement about sexuality.</li> <li>3. The teams discuss whether the statement is true or false.</li> <li>4. They show a red card for false and a green card for true.</li> <li>5. The team with the most correct answers wins the game.</li> </ol> <p>Examples of possible questions/statements:</p> <ul style="list-style-type: none"> <li>• You can also get pregnant if a boy/man withdraws.</li> <li>• Girls/women have a bigger risk of becoming infected with sexually transmitted infections than boys/men.</li> <li>• There is no need to use contraception the first time you have sex.</li> <li>• When you take the pill, there is no need to use a condom.</li> <li>• A doctor can see if a girl is still a virgin.</li> <li>• A girl always bleeds when she has sex for the first time.</li> <li>• One in five girls has engaged in sex or allowed sex against her will.</li> <li>• Young girls are extra fertile.</li> <li>• 83% of girls below the age of 25 masturbate.</li> </ul>
<b>Guidance and talking points for the facilitator</b>	It is important to positively reinforce the participants. It's no big deal to make mistakes or to not know the answers. Talk about the answers with the participants to get more insight into what they know and don't know.
<b>Source</b>	Rutgers WPF – 'Girls' talk'

## **BOUNDARIES AND SAFEGUARDING**

## Public and Private Spaces and Parts of the Body \*

<b>Subtitle</b>	Learning what is a public and private space and about private parts of the body
<b>Level</b>	Level 1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To learn what is a public space and what is a private space.</li> <li>• To be able to identify public and private spaces.</li> <li>• To be able to identify private parts of the body.</li> <li>• To be able to identify which parts of the body can be shown in private spaces and which can be shown in public spaces.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Flipcharts and markers</li> <li>• Photos of a private place and photos of a public space (e.g. bathroom, kitchen, bedroom, street, swimming pool, shop or supermarket) from the internet or public and private spaces familiar to the participants</li> <li>• Optional: CD-rom 'All about us'</li> </ul>
<b>Duration</b>	45–60 minutes
<b>Methodology</b>	<p><b>Introducing the session</b></p> <ol style="list-style-type: none"> <li>1. Write 'private' and 'public' on a flipchart.</li> <li>2. Stick a photo of a private place and a public place under each word.</li> <li>3. Explain that we'll be talking about private and public spaces (use sign language if required) and parts of the body.</li> <li>4. Exercise saying private and public in the group. You could use signs to support this, depicting 'closing a door' for private and 'opening a door' for public.</li> </ol> <p><b>Main theme</b>  <b>Private and private spaces</b></p> <ol style="list-style-type: none"> <li>1. Give a handout with pictures of public spaces and private places (e.g. bathroom, kitchen, bedroom, street, swimming pool, shop or supermarket) to each participant</li> <li>2. Ask them to identify each picture, say if it is a private or a public place and write 'private' or 'public' next to each one. Provide support if needed.</li> </ol> <p>To enforce the image of private and public you can use the sign for opening and for closing a door.  Alternatively, you can also use photos of places that are familiar to the participants or you can ask the participants in</p>

	<p>preparation for this session to bring with them pictures of places they frequent.</p> <p><b>Private parts of the body</b></p> <ol style="list-style-type: none"> <li>3. Give each participant a handout containing drawings of a naked woman and man,</li> <li>4. Ask them to circle and name the private parts of the drawings' bodies.</li> <li>5. Ask them why they are private (people don't see or touch them without permission).</li> </ol> <p>Link private and public places with being dressed and undressed. Where will an undressed man/woman go? Where will a man wearing only his underwear go? Where can you be naked?</p> <p><i>Optional:</i></p> <ol style="list-style-type: none"> <li>1. Play the CD-rom 'All about us' to learn about women/men/private and public spaces – participants take turns answering questions in the CD's learning checks.</li> <li>2. Alternatively, you can use the handout with the main messages and exercises that are included in the CD-rom.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>The facilitator should be aware that some participants have never had a personal space and the concept of private space is limited or non-existent.</p> <p>The facilitator should be aware that public toilets could be considered private, as they can lock the door.</p> <p>The facilitator needs to stress that other people go in and out of public toilets, so this is why these are considered public spaces.</p>
<b>Source</b>	UKfpa



## Handout – Messages for Public and Private Spaces and Parts of the Body

*Source: This is a transcript of the messages from the 'All about us' CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

### Public and private spaces

When we are with people we are usually in a public space. When we are on our own we are often in a private space.

It is important to understand the difference between public and private spaces, as people sometimes do different things in private compared with being in public.

Watching TV with family and friends or going to a party or cinema: these are called public spaces, as there are lots of people around.

A public space is a space where lots of people can go to be together.

Where you live there might also be public spaces where people might be together in one room (e.g. kitchen and living room). And there will also be spaces which can be just for you. This is your private space – this is usually your bedroom.

At times it will be important to make this space even more private, as you do different things in public and private spaces – e.g. closing the curtains or the door will make your bedroom more private.

In public spaces people don't take their clothes off, as they might do in private spaces. But sometimes in public spaces people might not wear all their clothes. [Ask participants to think of places or identify places from pictures where it might be OK not to wear all your clothes. Also add one which is not such a space (e.g. OK would be the beach, fitting/changing room, swimming pool; not OK would be, for instance, the activity room in the day centre.)]

We have already said that the bedroom can be a private space – when your door is closed you should ask people to knock and wait for your answer before coming in. When you see someone else's closed bedroom door you should do the same: knock and wait until you are told that you can come in.

The place you live in will have a bathroom. A bathroom can be made a private space – to make it a private space you should close the door and lock it. This stops other people coming in.

Some public spaces such as a café, restaurant, day centre or school also have toilets, but these are different from the toilet in your living place: these are public toilets. Lots of people use these toilets, and you may not know them. To make the toilet more private, you should close the door.

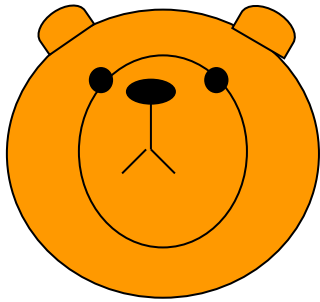
Show some pictures and ask the participants to say if it is a private or public space.

## My Space \*

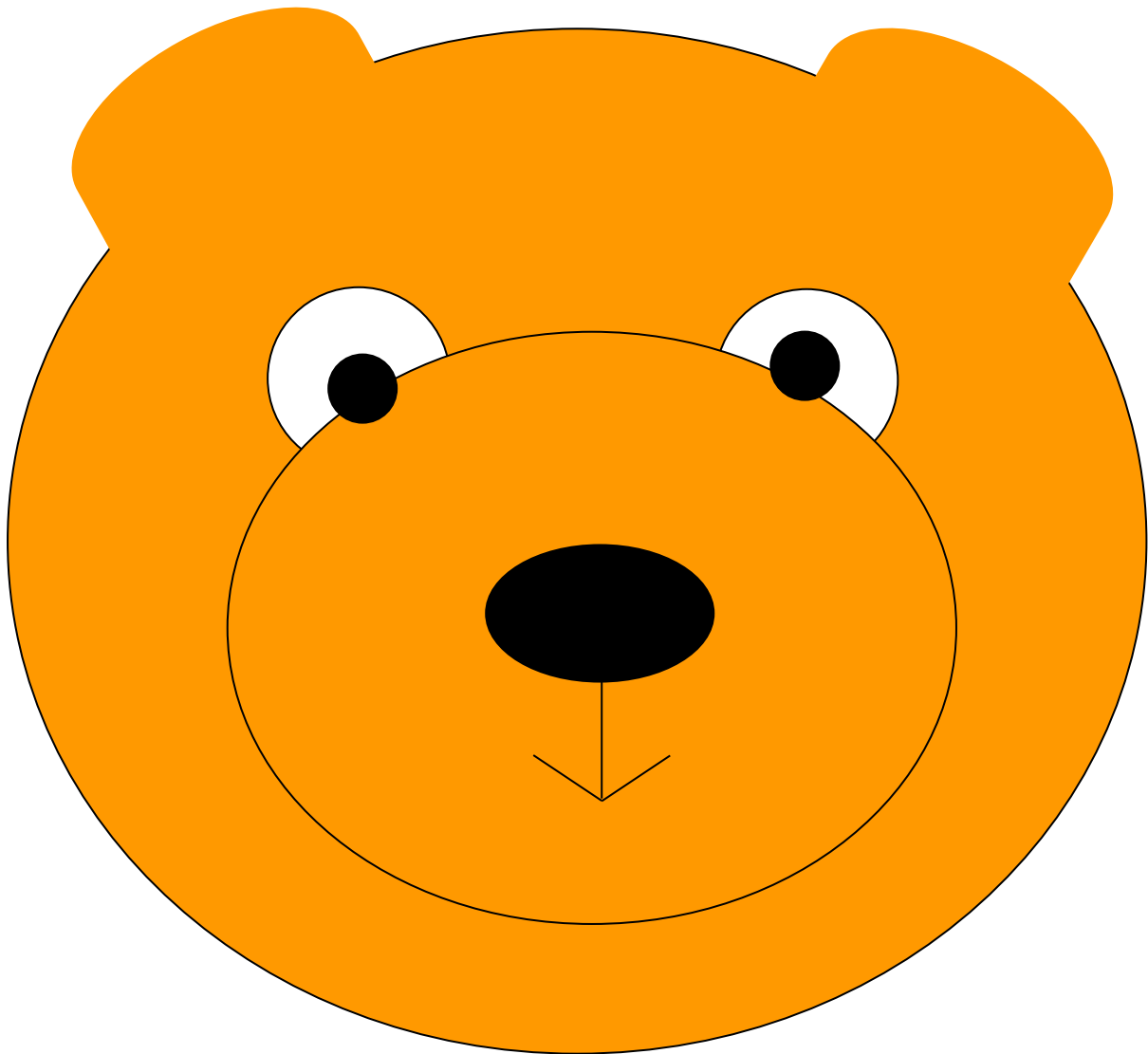
<b>Subtitle</b>	Developing understanding of personal space, boundaries, permission and consent; and giving individuals confidence to control their personal space while understanding that others have the same control over theirs.
<b>Level</b>	Level 1
<b>Objectives</b>	By the end of the activity participants will have a better understanding of: <ul style="list-style-type: none"> <li>• personal space and boundaries;</li> <li>• permission and consent; and</li> <li>• who should be in their personal space, and why.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Flipchart paper and markers</li> <li>• My Space Bear</li> </ul>
<b>Duration</b>	1–2 hours
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Ask the group/individual to list people who are part of their life (if the group/individuals don't mention them, add doctors, nurses, dentists, carers, bus drivers etc.).</li> <li>2. Ask the group/individual to discuss what is meant by personal space (their body and arm's length is personal space – you could use the image that when you are standing imagine that you are in the centre of a hula hoop that is on the floor and that the round space all around you is your personal space).</li> <li>3. Draw out the My Space Bear as a visual aid to show personal space (or other images other than the bear). <ul style="list-style-type: none"> <li>• Draw a stick figure in the centre of a page. Ask group/individual who this could be (them).</li> <li>• Draw a small circle around the stick figure. Ask the group/individual what this circle represents (explain that it signifies personal space). Ask the group/individual who would be in this smaller circle, family, boy/girlfriends, friends, teachers etc. It will be OK for some people to be in the circle, but not for others, so a discussion around this should take place. If necessary you could use the following questions to prompt the participants: <ul style="list-style-type: none"> <li>• Do they work for you?</li> <li>• Do you like them?</li> <li>• Do you love them?</li> </ul> </li> <li>• Ask the group/individual to circle who from the list of people in</li> </ul> </li> </ol>

	<p>their life would/could be in their personal space (inner circle).</p> <ul style="list-style-type: none"> <li>• Ask the group/individual to give reasons why these people would/could be in their personal space.</li> <li>• Draw a larger circle around the small circle. Ask the group/individual who would be in this outer circle. Again a variety of individuals will be named, and a discussion around appropriateness should take place. Discuss whether individuals can move in and out of each of the circles and individuals can even be outside the circles.</li> </ul> <p><b>4.</b> Discuss issue of Consent</p> <ul style="list-style-type: none"> <li>• Ask the group/individual to discuss what these people need, to be in their personal space (permission/consent).</li> <li>• Ask the group/individual whose permission/consent is needed. Get them to shout out 'my permission/my consent'.</li> <li>• Go back to the circled list and ask if these people can just walk into your personal space or whether they need permission/consent (often participants will say parents/carers, family, friends, bus drivers, teachers etc. do not need permission. Reiterate that no matter who they are they need permission and consent to be in your space).</li> <li>• Discuss ways of telling people to leave your personal space and what to do if they don't (The No-Go-Tell Someone approach).</li> </ul> <p>Anyone – a partner, boy/girlfriend, mum/dad, family etc. – all need to ask permission and receive consent to be in your personal space.</p> <p><b>5.</b> Ask the group/individual how we will remember personal space, permission and consent:</p> <ul style="list-style-type: none"> <li>• Draw two eyes on the inner small circle.</li> <li>• Draw two ears on the outer larger circle.</li> <li>• You have a bear face (image attached): My Space Bear.</li> </ul> <p><b>6.</b> Also explain to the group that if they are crossing into someone else's personal space they should also ask permission. As it is their responsibility to respect other people's privacy.</p> <p><b>7.</b> Leave a copy of the My Space Bear as a visual reference.</p>
<p><b>Guidance and talking points for the facilitator</b></p>	<p>During the exercise pay attention to:</p> <ul style="list-style-type: none"> <li>• The group's or individuals' understanding of personal space.</li> <li>• Hugs are an invasion of personal space and need permission/consent. This might cause some disagreement in the group.</li> </ul>

	<p>Discussion points/facilitation notes:</p> <ul style="list-style-type: none"> <li>• Often those in positions of power (real or not), such as parents/carers, police, teachers, doctors etc., are not challenged about personal space. Individuals (as well as those in these positions) need to understand that they need to give reasons why they are in your personal space and must receive your permission/consent to be there.</li> <li>• Hugging can be a real issue. It is important to state that while hugs are great, sometimes people don't want one or to give one, and this must be respected.</li> <li>• There is functional and sexual touch. A doctor, nurse or care staff may need to enter your personal space and touch you such as for medical examination. This is functional touch, but also needs your consent!</li> </ul> <p>What are main messages to convey?</p> <ul style="list-style-type: none"> <li>• It is your personal space. People need to explain why they are in it and respect your choice if you don't want them in your space.</li> <li>• Likewise, you have to respect other people's personal space. You need permission/consent to be in their personal space.</li> <li>• Understanding personal space, permission and consent gives the individual more control over who is in their space and what to do if people invade this space without their permission.</li> </ul>
<b>Source</b>	UKfpa



**My Space Bear**



Source: ©Mark Breslin, FPA, Just Ask Project

## No! That's Private \*

<b>Level</b>	Level 1
<b>Prior knowledge needs</b>	<ul style="list-style-type: none"> <li>• Before starting the exercise the participants need to know the names of parts of the body.</li> <li>• Before starting the exercise the participants need to know which places are public and which are private.</li> </ul>
<b>Objectives</b>	To build up assertiveness skills for participants to make their wishes known calmly but firmly.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Pictures of different public places</li> <li>• Rules for saying 'no'</li> </ul>
<b>Duration</b>	45 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Start with a picture of the street. Ask the participants if he or she could touch their head in the street. Show them how to answer with a loud 'yes'.</li> <li>2. Repeat this with other public parts of the body (e.g. feet, elbows, nose etc.).</li> <li>3. Now explain that you are going to ask about private parts of the body. Make it clear that these should not be touched in a public place like a street.</li> <li>4. Practise the rules for saying 'no'.</li> <li>5. Hold up a picture of the street and ask them "Should you touch your vagina/penis in the street?"</li> <li>6. Help your participants to say "No, that's private" following the rules for saying 'no'.</li> <li>7. Repeat this with other private parts of the body, encouraging a loud and clear answer.</li> <li>8. Now use the same picture and mix public and private parts of the body.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>If participants are not sure about what the private parts of the body are, repeat an activity explaining the private parts of the body.</p> <p>Rules for saying 'no':</p> <ul style="list-style-type: none"> <li>• Breathe deeply</li> <li>• Stand up straight and make deliberate eye contact</li> </ul>

	<ul style="list-style-type: none"> <li>• Say 'no' loudly and clearly</li> <li>• Don't smile or laugh – be clear that saying 'no' is serious</li> <li>• Use a firm pushing away hand gesture to reinforce the words.</li> </ul> <p>You could also have pictures of people saying 'no' or make pictures of the participants and their 'no' face to show to them afterwards.</p>
<b>Source</b>	UKfpa, 'Talking Together about Sex and Relationships'

## Saying 'Yes'/'No' to Touch \*

<b>Subtitle</b>	Identifying what is an appropriate and an inappropriate touch of your body; and saying 'yes' or 'no' to being touched
<b>Level</b>	<ul style="list-style-type: none"> <li>• Level 1: when related to social touch of different groups of people</li> <li>• Level 2: when talking about touch in romantic or sexual relationships</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To identify what is an appropriate touch of the body.</li> <li>• To identify what is an inappropriate touch of the body.</li> <li>• To be aware of the different ways people touch other people, such as friends, family or professionals.</li> </ul>
<b>Learning objectives</b>	Participants are able to say 'yes' to appropriate touching and 'no' to inappropriate touching.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Drawings of appropriate/inappropriate touching including facial expressions</li> <li>• Optional: CD-Rom 'All about us'</li> </ul>
<b>Duration</b>	50–60 minutes
<b>Methodology</b>	<p><b>Introducing the session</b></p> <ol style="list-style-type: none"> <li>1. Write 'appropriate/inappropriate touch' and 'Yes/No' on a flipchart.</li> <li>2. Write or draw signs to represent 'OK/not OK' under each word.</li> <li>3. Explain that we'll be talking about appropriate/inappropriate touching (use sign language if required) and saying 'yes/no' to a touch by people you know/don't know.</li> </ol> <p><b>Appropriate and inappropriate touching</b></p> <ol style="list-style-type: none"> <li>1. Show a picture or a drawing of people touching while greeting each other (shaking hands, patting each other on the back, kissing their cheeks and of a man touching a woman's bottom, touching her breast and pinching her bra, and a woman trying to hug a man who rejects her etc.). You can use the drawings in the handout from the Danish Family Planning Association Sex og Samfund or use pictures from the internet.</li> <li>2. Ask participants to describe each picture, prompting them if necessary (facial expressions, position on the body etc).</li> <li>3. Ask them to pin/stick each picture on the flipchart paper under the appropriate or inappropriate touch sign. Ask them why</li> </ol>



	<p>they have put it there, and discuss in the group to come to an agreement.</p> <p><i>Optional:</i></p> <ol style="list-style-type: none"> <li>1. Play the 'All about us' CD-rom on relationships, appropriate and inappropriate touch. Ask the participants to answer the questions at the end.</li> <li>2. Alternatively: Use the handout with the main messages and exercises as included in the CD-rom.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>The facilitator must make clear the link between saying 'no' to inappropriate touch and 'yes' to appropriate touch.</p>
<b>Source</b>	<p>Exercise: UKfpa Illustration: Sex og Samfund</p>

## **Handout – Messages for Saying ‘Yes’ or ‘No’ to Touch + Relationships with Family, Friends and Professionals**

*Source: This is a transcript of the messages from the ‘All about us’ CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

There are lots of people in your life: family and friends, bus drivers or taxi drivers who take you to school or the day care centre, support workers, and sometimes you go to the doctor or the dentist. These people are in your life, and this is called relationships. How we and others behave towards each other depends on our type of relationships.

### **Family**

You can watch TV with your family or have dinner together. Sometimes you laugh or argue with your family. All families laugh and argue.

Sometimes you hug and kiss each other on the cheek. This is OK if you both feel comfortable and happy about this. If you do not feel comfortable about someone hugging or kissing you, you can tell this person to stop. If you are worried, tell someone else you can trust.

Not everyone wants to be hugged or kissed. And sometimes other people might not feel comfortable with you hugging them. If you do not know the person well, ask them if it is OK to hug them or kiss them on the cheek.

### **Friends**

With your friends you can go bowling and to the cinema. You enjoy being together and having a good time. Sometimes you hug each other or kiss each other on the cheek. This is OK if you both feel comfortable and happy about this. If you do not feel comfortable about someone hugging or kissing you, you can tell this person to stop. If you are worried, tell someone else you can trust.

### **Bus or taxi driver**

We can talk and laugh with the bus or taxi driver, but your relationships with the bus or taxi driver is a different type of relationship from those with your family and friends. Within this relationship you don’t kiss or hug each other.

Remember, if you do not feel comfortable about someone hugging or kissing you, you can tell them to stop. If you are worried, tell someone else you can trust.

Sometimes someone else might feel uncomfortable because you are hugging or kissing them and might ask you to stop – and you must listen to them and stop hugging or kissing them.

### **Doctor or dentist**

Sometimes when you are not feeling well, you might need to go to the doctor. The doctor might need to touch your body to find out why you are not feeling well. You can always ask your support worker or someone from your family to come along.

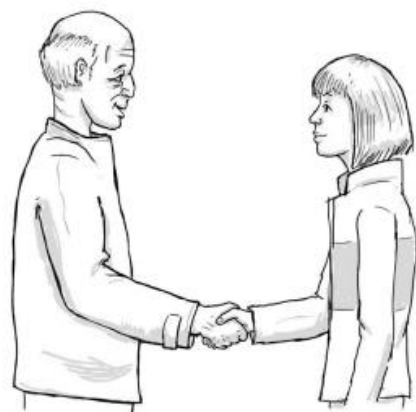
When you are feeling OK when someone is touching you, this is good and wanted touching. When you are not OK with someone touching you and have asked them to stop and they do not stop, this is bad and unwanted touching.

*Show some illustrations and ask participants to identify the situations as good and wanted or bad and unwanted touching.*

*End the session by reminding the participants of the following:*

If someone touches you and you do not want this, ask the person to stop. If you are worried about this, go and tell someone else you trust. If someone asks you to stop kissing or hugging them, you must stop.

## Handout – Illustrations of Appropriate/Inappropriate Touching



Source : Sex og Samfund

## Saying 'No' (Role Play)

<b>Subtitle</b>	Providing situations in which touch is considered pleasant or unpleasant and then discussing different situations or scenarios.
<b>Level</b>	Level 1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To enable participants to identify situations when touch is pleasant and when it is unpleasant.</li> <li>To empower participants to react appropriately and correctly when confronted with pleasant or unpleasant touching.</li> </ul>
<b>Materials needed</b>	None
<b>Duration</b>	45 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into pairs.</li> <li>2. Ask them to touch each other.</li> <li>3. The other participant can say 'no' or 'stop'.</li> <li>4. Reverse the roles.</li> <li>5. Discuss several situations: stopping others from touching, how do you feel when somebody says 'stop', how to react when someone is touching you and you do not want them to.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>It's very important to make sure that no one feels uncomfortable during the exercise. Encourage people to say 'no' in an assertive way.</p> <p>During the debrief it is important to give people the time and space to share how they felt during the exercise.</p> <p>Improve the ability to say 'no' and to make clear to other people what they like or what they do not like.</p> <p>You can also reiterate the No–Go–Tell Someone method. When explaining the method you can use the illustration in the handout below from the Danish Family Planning Association, Sex og Samfund:</p> <p><i>Say 'no' (while standing firm). Push the person away and run to someone who can help you, but also explain that if they cannot stop the situation it is not their fault. Explain that there are some people who will not listen or respect your 'no'.</i></p>

<b>Source</b>	<p>APF Portugal, 'APF School Kit for the 3rd level of school':  <a href="http://www.apf.pt/?area=100&amp;mid=003&amp;lvr=LVR4acf6cd849944">http://www.apf.pt/?area=100&amp;mid=003&amp;lvr=LVR4acf6cd849944</a></p> <p>Illustrations: Sex og Samfund</p>
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## Handout – Illustrations for ‘No–Go–Tell Someone’



Source: Sex og Samfund

## Safeguarding Contacts \*

<b>Subtitle</b>	Who can I trust to listen to me, believe me and help me feel safe
<b>Level</b>	Level 1
<b>Objectives</b>	To enable the participants to identify who will listen to them, believe them and help them feel safe.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Pen and paper</li> <li>• Pictures of carers, family and friends of the participants</li> <li>• Flipchart paper and glue</li> </ul>
<b>Duration</b>	45 minutes
<b>Methodology</b>	<p><b>1.</b> Ask participants to place the cards which say:</p> <ul style="list-style-type: none"> <li>• I like</li> <li>• I know well</li> <li>• I listen to them</li> <li>• I trust them</li> <li>• I feel safe around them</li> <li>• I would go to them if I need help</li> </ul> <p><b>2.</b> next to the pictures of the different people and to match the emotion with the person.</p> <p>Emphasize to participants that it's good to feel listened to and supported.</p>
<b>Guidance and talking points for the facilitator</b>	<p>During the exercise pay attention to who the participants say they trust.</p> <p>Emphasize to participants that they (the participants) are important and to keep telling people until someone helps them feel safe.</p>
<b>Source</b>	Irish Family Planning Association, Training Department, 2012



## Handout – Cards

I like	I know them well
I listen to them	I trust them
I feel safe around them	I would go to them if I need help

## Touch

<b>Subtitle</b>	Wanted, unwanted and inappropriate touch
<b>Level</b>	Level 1
<b>Prior knowledge needs</b>	Participants understand the concept and idea of privacy.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To differentiate and recognize safe, unsafe and inappropriate touching.</li> <li>• To practise how to say 'no' to inappropriate touching.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Flipchart paper and pens, scissors, sticky tape</li> <li>• A2 or A1 size outlines of female and male bodies</li> <li>• Small pieces of cloth</li> </ul>
<b>Duration</b>	Brainstorm: 5 minutes Plenary session: anything up to 30 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Hand out the body images and the pieces of cloth.</li> <li>2. Ask the participants to use the pieces of cloth to cover the private parts of the body in the images.</li> <li>3. Beware that there may be different approaches to male and female body images with regard to which parts of the body are private.</li> <li>4. Brainstorm around the issue of touch and different types of touch.</li> <li>5. Encourage the participants to categorize the brainstorm outcomes into the following three headings:               <ul style="list-style-type: none"> <li>• safe/wanted touching</li> <li>• unsafe/unwanted touching</li> <li>• inappropriate touching.</li> </ul> </li> <li>6. Using role play, explore ways of saying 'no' in an assertive manner. This will help to explore setting personal boundaries. Have a role play for each of the categories. Include as part of the role plays the importance of body language (rules of saying 'no' or standing firm).</li> </ol>
<b>Guidance and talking points for</b>	<b>Safe touch:</b> touching makes the participants feel safe and includes nurturing touches and touches that makes them feel

<p><b>the facilitator</b></p>	<p>cared for. Safe touching includes hugs, caresses, pats on the back, putting an arm around a shoulder etc. Safe touching can include touching that hurts, such as the removal of a splinter.</p> <p><b>Unsafe touch:</b> touching which causes pain, such as kicks, punches, pushes, pinches. Participants are encouraged to see that this type of touch is not acceptable to them or by them.</p> <p><b>Inappropriate touch:</b> this category might include touching which the participants see as 'safe' but which they don't want from particular people or in particular situations. So it might include certain types of hugs or caresses or certain types of touches in places which have been seen as private on the body map exercise at the beginning.</p> <p>Participants are encouraged to explore how they might say 'no' to inappropriate touching, even if it comes from someone they know and like.</p> <p>Make sure that the scenarios that are chosen for role plays are within the group's ability (e.g. how to say 'no' when someone is tickling me, or how to say no when someone is asking me to cheat in an exam, or someone is asking to borrow money or asking me to fight someone for them etc.).</p> <p>Often it helps to ask in plenary what scenarios the group find difficult and to role play around them.</p> <p><i>What are the main messages to convey?</i></p> <ul style="list-style-type: none"> <li>• It's OK to say 'no'.</li> <li>• There is always a responsible adult to talk to.</li> <li>• If they feel uncomfortable or frightened about touching that would seem to be OK, they have the right to say so.</li> </ul>
<p><b>Source</b></p>	<p>Cyprus FPA</p>

## Non-verbal Communication

<b>Level</b>	Level 2 ( <i>Not for people within the autism spectrum</i> )
<b>Objectives</b>	To explain the differences between non-verbal and verbal communication and to underline that it's best that both are conveying the same message.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Participants know that when communicating non-verbally the message might not always be clear for the other person.</li> <li>• Participants know that it is important that what they are saying is in line with their non-verbal communication.</li> </ul>
<b>Materials needed</b>	Cards
<b>Duration</b>	20 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Introduce the exercise briefly: "The following exercise is about clear communication. Communication is not only what you say when you are speaking, but there are other ways in which you communicate non-verbally (your posture, eyes etc.). I will first give you some more background and then we can play the communication game."</li> <li>2. Explanation verbal and non-verbal communication: "There are different ways of communicating: you can use words to say something, and this is called <i>verbal communication</i>. You can also talk without using words, and this is called <i>non-verbal communication</i>. Non-verbal communication is all the communication that does not use language or words to convey a message. It entails, for instance, posture or body language, the way you are looking at people, the sound of your voice (angry, loud, cheerful, soft etc.). Sometimes before saying one word people already have an idea about you. People will see, for instance, how you stand or how you are looking at them and will interpret this. If you are looking at the ground, and your shoulders are hanging low, a lot of people will think you are depressed or not feeling good. Someone who looks at you and is smiling may seem happy to you."</li> <li>3. Ask the group if they can give examples of how they interpret or have in the past interpreted people's non-verbal communication. You can prompt them by asking, for instance "how can you see that your mother is happy or is a bit annoyed?" or "how can you tell that your carer/teacher is in a good mood."</li> <li>4. "A lot of the time you are correct and can really tell how a person is feeling, but sometimes you might also be wrong. It can also happen that a person says things that do not match how they are feeling, and this might cause confusion."</li> </ol>

	<p>For example: a lot of people find it difficult to say when they do not want something. Sometimes they say ‘no’ while smiling sweetly. Someone could interpret this as the girl does want it, as she is smiling so sweetly. So if you want someone to completely understand you it is best to ensure that the non-verbal communication is matching what you are saying. During the next exercise we will be working on this – matching your non-verbal communication with what you want to say.”</p> <p>Assignment:</p> <p>Ask one of the participants to choose one of the cards (from the handout) and ask them to depict what is on the card. The others have to guess what emotion/feeling the other one is depicting [angry, I do not want this, insecure, in love, shy, being cool, being confident, go away, sexy, happy, feeling good, not liking something one bit].</p> <p>After every time ask the participants:</p> <ul style="list-style-type: none"> <li>• What did you notice in his/her posture?</li> <li>• What did you feel when seeing him/her doing this?</li> </ul> <p>If the group guessed correctly:</p> <ul style="list-style-type: none"> <li>• How did you know this is what s/he was depicting?</li> <li>• Do you find it easy to see this with other people as well?</li> </ul> <p>When the emotion/feeling wasn’t guessed correctly:</p> <ul style="list-style-type: none"> <li>• Ask the participant to explain what s/he was depicting.</li> <li>• As a group, think of what can be changed to depict the emotion and as a group depict it all together.</li> </ul> <p><i>Alternative:</i></p> <ul style="list-style-type: none"> <li>• <i>The participants are asked to walk around the room.</i></li> <li>• <i>The facilitator says ‘stop’ and picks a card and reads it out aloud.</i></li> <li>• <i>Participants are asked to depict what was on the card while walking around.</i></li> <li>• <i>After a while the facilitator says ‘stop’ again and asks the participants to let go of the feeling by shaking a bit.</i></li> <li>• <i>Briefly discuss:</i>  <i>“How did you depict the emotion?”</i>  <i>“What was it like to feel this emotion?”</i></li> </ul> <p><i>You could also expand on the exercise:</i></p> <ul style="list-style-type: none"> <li>• <i>When the group is walking around with the emotion, ask them to exaggerate and ask them how that feels.</i></li> <li>• <i>You could also ask them to now depict the opposite emotion (e.g. when they were depicting happy, to become sad). How did this feel?</i></li> </ul>
<p><b>Guidance and talking points for the facilitator</b></p>	<p>Safety and security in the group are important conditions before starting this exercise. If necessary you can repeat the rule ‘Laughing with is OK, but you can’t laugh at’. Some participants might find it difficult to depict certain emotions, in which case the alternative where everyone is depicting it at the same time might be better and present fewer barriers.</p> <p>Close the exercise with the following questions:</p>

	<ul style="list-style-type: none"> <li>• How did you feel during the exercise and seeing or depicting the different emotions?</li> <li>• What can happen when verbal and non-verbal communication do not match. For instance, when someone says s/he is angry but has a big smile on his/her face or when someone says 'I love it' but is looking rather bad-tempered (alternatively you can ask them to play one of those scenarios or to think of one themselves).</li> <li>• What is most important verbal or non-verbal communication? The easiest is when the non-verbal communication backs up the message you are conveying verbally.</li> </ul> <p>Conclusion: During this session we have seen that it's not always easy to guess what someone else is saying non-verbally. And other people might find it difficult to notice what you are communicating non-verbally. Even if you believe you are being really clear about it. Even people you know well and people that like and love you might not always interpret your non-verbal communication correctly. Therefore, it is important to be as clear as possible with both your words and with your non-verbal communication.</p>
<b>Source</b>	Rutgers WPF

## Handout – Non-verbal Communication

Feeling angry	I do not want this	Feeling insecure
Being cool	Being in love	Feeling shy
Feeling confident	Go away	Feeling sexy
Feeling happy	Feeling good	Not liking it at all


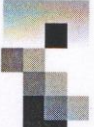
## Emotion Game

<b>Subtitle</b>	A dynamic icebreaker that involves mimicking or representing a certain emotion, action, relationship etc. This allows us to understand how people see that element, which is a useful way to prevent abuse.
<b>Level</b>	Level 1 ( <i>Not for people within the autistic spectrum</i> )
<b>Objectives</b>	The main objective is to talk about emotions, feelings or relationships. By mimicking emotions, it is possible to understand the way a young person with learning disabilities sees a certain emotion/relationship, which will make it easier to work with them.
<b>Materials needed</b>	Post-its on which to write the emotions or relationships
<b>Duration</b>	30 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Have some emotions/relationships written/drawn on Post-its.</li> <li>2. Put a Post-it on each participant's back.</li> <li>3. They will then go around the room looking at each other's words/drawings and will have to mimic it to the person so that s/he is able to guess what s/he has on the Post-it on his/her back.</li> <li>4. When everyone guesses, the game is over, and the discussion begins.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>The facilitator should pay attention to the way people mimic each word, because that's what is going to be discussed. It's possible to ask questions about the way the mimic was done; it's also possible to ask how the person would mimic his own word/drawing. When a certain emotion/relationship is inappropriate, the facilitator should arrange a plenary discussion about it so that everyone understands why it is not appropriate.</p> <p>If it's hard to have them all working at the same time, it's also possible to have them in pairs in the centre of the group. You can also divide the group into pairs and let them discuss the different emotions.</p> <p>When closing try to create a happy atmosphere.</p>
<b>Source</b>	APF Portugal; unpublished exercise



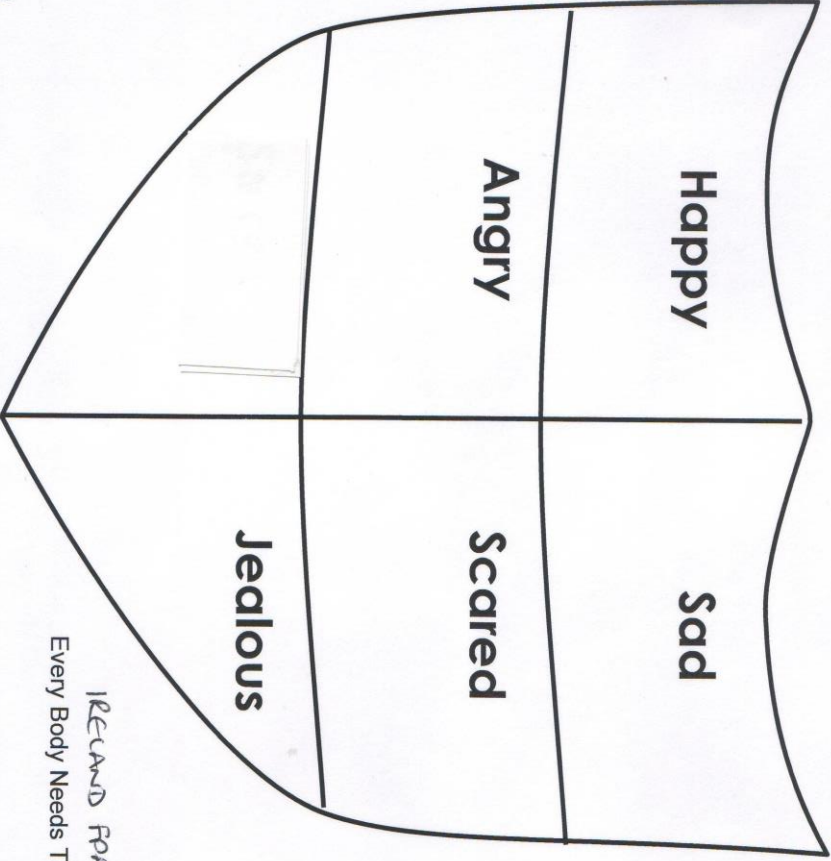
## Feelings Shield \*

<b>Subtitle</b>	Identifying feelings
<b>Level</b>	Level 1
<b>Objectives</b>	To help participants identify different feelings.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Faces representing different feelings</li> <li>• A photocopy of a feelings shield (see handout)</li> <li>• Glue</li> <li>• A balloon</li> </ul>
<b>Duration</b>	45 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Ask the participants to identify from the facial pictures feelings of: <ul style="list-style-type: none"> <li>• Happiness</li> <li>• Excitement</li> <li>• Sadness</li> <li>• Anger</li> <li>• Fear</li> <li>• Jealousy.</li> </ul> </li> <li>2. Ask participants to stick these pictures on the feelings shield.</li> <li>3. Help participants to identify people they can talk to if they feel angry, scared or jealous.</li> <li>4. Ask participants to think about a time when they felt happy, and share this with the group.</li> <li>5. Share the happy balloon with others in the group to spread happy feelings.</li> <li>6. Close.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	It's important to keep an eye on any participant who may be feeling distressed or anxious and to offer space for people to distance themselves from the group if needed.
<b>Source</b>	Irish Family Planning Association, Training Department, 2012



# Feelings shield

Glue or draw feelings on the shield.



RELAND FPA was cited in  
Every Body Needs To Know © 2007 Family  
Planning Queensland

© Family Planning Queensland 2010

## Discovering Your Boundaries/My Personal Space

<b>Level</b>	Level 1
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Participants learn to understand their boundaries and what they like and don't like.</li> <li>• Participants are aware of their boundaries.</li> </ul>
<b>Materials needed</b>	Space
<b>Duration</b>	20 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Explain that everyone has their boundaries and their limits for many different things (from sunbathing to running). And everyone's limit can be different. Someone can sunbath for half an hour and be as red as a tomato, whereas other people can stay in the sun for a full day. You also have limits and your boundaries when dealing with other people – people refer to this as 'personal space' – you can imagine it as being a bubble that surrounds you and that is important for maintaining privacy. This can be different for different people: e.g. how close someone can come, where you can touch the other person, if you can kiss them etc. Where the boundaries of your personal space are will depend on the situation: where you are, who the other person is, how you are feeling etc.</li> <li>2. Explain that the exercise aims to help them recognize and discover what signs their body is giving them when they feel that their personal space is being invaded, and to learn how to take notice of these signals and how to react to them. This can help them signal to other people in good time when they are approaching or crossing into their personal space.</li> <li>3. There are two alternative ways of working with this exercise. Depending on how safe and secure people feel in the group, you can choose for option 1; otherwise, you can try option 2.</li> </ol> <p><b>Option 1:</b></p> <ol style="list-style-type: none"> <li>1. Invite two participants to demonstrate the exercise. The participants are going to stand a couple of metres apart, facing each other. They are standing firm (see how to stand firm in the Standing Firm exercise).</li> <li>2. Participant A will start walking slowly towards Participant B. As they walk they will maintain eye contact. B will say 'stop' when s/he feels uncomfortable or when s/he would start to feel uncomfortable should A continue to approach him/her.</li> </ol>

	<p>Both of them are asked to think about how they are feeling. Participant B can also ask A to stand back a bit or tell him/her that s/he can come a bit closer.</p> <p>Depending on the level of concentration and calm in the group, you can do the exercise with the whole group (divided into pairs) or pair by pair in front of the big group (you can discuss the exercise with the pairs in plenary).</p> <p><b>3.</b> What question/observation points can you comment on?</p> <ul style="list-style-type: none"> <li>• Walking: fast or slow</li> <li>• Posture of the person who is standing still</li> <li>• The way in which s/he says 'stop': is it convincing, clear, does she say it softly, hesitantly?</li> <li>• The moment when s/he says stop: in time, too early, too late?</li> </ul> <p><b>Option 2:</b></p> <p><b>1.</b> Let the participants form a circle and invite one participant to step into the middle of the circle. Everyone is at the same distance from the person in the middle.</p> <p><b>2.</b> Ask everyone to take one step forward.</p> <p><b>3.</b> Ask the person in the middle how they are feeling.</p> <p><b>4.</b> If s/he is OK, you can invite everyone to take another step forward. If it's not OK, and s/he lets you know, everyone stops.</p> <p>The participant in the middle can think about:</p> <ul style="list-style-type: none"> <li>• How did s/he feel?</li> <li>• At what time did s/he start feeling uncomfortable?</li> <li>• How is s/he feeling now?</li> </ul> <p>People that were in the circle can also think about this.</p> <p><b>5.</b> Then ask the participants to take one step back.</p> <p><b>6.</b> You can then invite one of the other participants to stand in the middle and repeat the exercise.</p>
<p><b>Guidance and talking points for the facilitator</b></p>	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>• Was it easy to feel your boundaries, and how or where did you feel this? Was this the first time you felt this, or have you felt it before?</li> <li>• How was it to walk towards the other person, what did you feel, what were you thinking?</li> <li>• When you said 'stop', how did the distance between you and the other person feel? What were you thinking? Did this feel similar to other situations you have been in?</li> <li>• Did the 'stop' from the other person sound convincing?</li> </ul> <p><b>Pay attention to the following:</b></p>

	<ul style="list-style-type: none"> <li>• The exercise is not a competition, and this should be stated clearly before the exercise starts. It is not about who lets people come the closest but finding where your personal space begins.</li> <li>• Sometimes participants that are really at ease with each other can let the other person come very close. Re-do the exercise with someone they are less familiar/friendly with.</li> </ul> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Was it easy to feel the boundaries of your personal space? Was it the first time you felt this, or have you felt this before?</li> <li>• How was it to approach the other participants?</li> <li>• How did the distance feel when the other person said 'stop'? How did it feel for the person in the middle?</li> <li>• Did the 'stop' of the participant come across as convincing?</li> </ul>
<b>Source</b>	Rutgers WPF, 'Girls' talk'

## Setting Boundaries \*

<b>Level</b>	Level 2
<b>Objectives</b>	<p>At the end of the session:</p> <ul style="list-style-type: none"> <li>• Participants will find it important to stop any sexual harassment situation in time.</li> <li>• Participants will be able to use the two strategies or solutions to prevent sexual harassment.</li> <li>• Participants will be capable of setting and indicating where their boundaries are in different situations.</li> <li>• Participants will be capable of stopping a sexual harassment situation.</li> </ul>
<b>Materials needed</b>	Flipchart and markers
<b>Duration</b>	15 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Introduce the exercise briefly: "In some situations it might be helpful to share your emotions or tell someone why you do not want/like something. For instance, in a crowded bus your boy/girlfriend touches you and wants to French kiss. You could, for instance, say "I don't like this now and here, because everyone can see us."</li> </ol> <p>So the situation in which something is happening is also important in your liking or not liking it.</p> <ol style="list-style-type: none"> <li>2. Ask the group if they have any examples of such situations. Tell them they will practise some of these situations in pairs now.</li> <li>3. How it works: <ul style="list-style-type: none"> <li>• You read out a situation.</li> <li>• The participants can think of different reactions on how to refuse/reject something or someone.</li> <li>• You could note some of these down on a flipchart.</li> <li>• Then the pairs get to choose a reaction (or more than one).</li> <li>• Try the reactions out: the facilitator could play the role of the person that will be refused, and the participants can try out a reaction (tell them to think about their voice, their posture, eye contact etc.)</li> </ul> </li> </ol> <p><b>Situations:</b></p>

	<ul style="list-style-type: none"> <li>• You are at the beach with a group of boys and girls. One of the boys/girls seems to be focusing on you and teasing you a bit. S/he is funny, but s/he is always flirting with your boundaries. At a certain moment s/he tries to pull down your swimming trunks or remove the top part of your bikini.</li> <li>• You are going out. You notice a cute boy who is looking at you. Before you know it you are kissing with the boy/girl, and it feels great. Suddenly s/he is putting his/her hand in your pants. You do not want this.</li> <li>• You and your girl/boyfriend have had sex a couple of times. You are alone in his/her room sitting next to each other. You do like this, but you are not feeling well and do not feel like having sex. S/he is already opening your trousers/skirt, and you do not like this.</li> </ul>
<p><b>Guidance and talking points for the facilitator</b></p>	<p>Talk about the situation and explain that how you are feeling is also shaping your reaction. There are different ways to react and to say 'no' to someone. You can run through the different ways and ask the participants if they ever used this way of saying 'no' and how that went.</p> <p><i>Alternative ways to say 'no':</i></p> <ul style="list-style-type: none"> <li>• A reaction that is shaped by your own feeling – for example, "I'm not feeling well and don't want to have sex."</li> <li>• Delaying: "Maybe tomorrow."</li> <li>• Use a pretext: "My stomach is hurting."</li> <li>• Dodging: "Let's go out and get something to drink."</li> <li>• Ignoring: by starting to do something completely different.</li> <li>• Becoming angry: "Stay the hell away from me."</li> <li>• Make the other person feel guilty: "Can't you see I'm tired and not feeling well!"</li> </ul> <p><b>Conclusion:</b></p> <p>Indirect ways can sometimes be useful, as they can alleviate the situation – a direct and convincing message might be preferred. Then it is clear what you want and what you don't want, and the other person knows where s/he stands.</p> <p>Pay attention to the following things during the exercise:</p> <ul style="list-style-type: none"> <li>• When thinking of how to react, it could be that some more aggressive or violent ways are being thought of. This can come from past frustration. It's important to clear this early on and to not let tension rise.</li> <li>• It's important to stress that the exercise is about mutual respect. In the situation everyone should be respectful towards the other person.</li> <li>• For some girls it is very difficult to indicate that they do not</li> </ul>

	<p>want something. The first strategy, where you explain in a convincing way why you do not like something, is the most effective and preferred way, as you also explain <i>why</i> you do not like something. A lot of strategies most people use are using a pretext or delaying or avoiding situations. Show the participants that there are also other possible ways in which you can react, and you can also demonstrate these if they did not come up with them themselves.</p> <ul style="list-style-type: none"> <li>• For people that have been confronted with sexual harassment in the past this exercise might bring up some emotions connected to this. Take some time for this, and explain that support or referral is very important.</li> <li>• Participants with negative experiences in the past can be quite fatalistic: “It does not matter what you do, if they want to do it, they’ll do it anyway.” Although this contains a grain of truth, it remains important that the participants learn to be clear on what they want and do not want.</li> <li>• Repeat the ‘No–Go–Tell Someone’ approach.</li> </ul>
<b>Source</b>	Rutgers WPF, ‘Girls’ talk’



## Massage \*

<b>Level</b>	Level 1
<b>Objectives</b>	Participants learn different ways to indicate what they like and what they don't like.
<b>Materials needed</b>	Maybe some relaxing music
<b>Duration</b>	10 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Introduce the exercise briefly: "We just discussed touches and touching, what you like and that it is important to show others what you like and what you don't like.</li> <li>2. We are going to massage each other in pairs.</li> <li>3. Look for someone with whom you want to do the exercise, and find a space where you have some room.</li> <li>4. The 'masseur' stands behind the person s/he is paired with and massages the shoulders, back, arms and legs of the other person calmly and quietly.</li> <li>5. The massage should be pleasant for both people, the one who is being massaged and the masseur.</li> <li>6. The one who is being massaged shows the other person what s/he likes. You can do this by guiding the other person's hand or by giving hints (a little bit harder, a bit higher etc.).</li> <li>7. The one who is giving the massage should be alert to see if the other person is giving signals to indicate they like or don't like something.</li> <li>8. After a couple of minutes give a signal to change roles.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p><b>Talking points:</b></p> <ul style="list-style-type: none"> <li>• How was it to be massaged?</li> <li>• Did you find it easy, and were you able to indicate what you liked and what you didn't like? How did you do this? (Try to distinguish different methods they used.)</li> <li>• Was the other person responsive to your requests/signals?</li> <li>• How was it to massage the other person? Were there places you liked less to touch?</li> <li>• Did the other person show clearly what s/he like and what s/he didn't like? How was this for you?</li> </ul> <p><b>Guidance notes:</b></p>

	<p>This exercise is very easy to do. A massage can be very relaxing when you feel tired or when you want to be pampered. You can do it with a friend or one of your family members. If you do it, let the other person know what you like and what you don't like.</p> <p><b>Pay attention to:</b></p> <p>One of the conditions for the exercise is that there is mutual trust and safety in the group. If you feel there is not trust or safety in the group, then do not do this exercise. There are alternative ways to do this exercise that are easier to do, such as only a shoulder massage or back and shoulders. You could also demonstrate it with a volunteer or your co-facilitator.</p> <p>Before the exercise tell the participants that if they don't want to participate in the exercise they don't have to. Respect this, and don't force them to participate. If a large part of the group does not want to participate, it might be better not to do it – congratulate them on the fact that they have indicated where their boundaries are. You can always let the participants know that they can do the exercise with someone at home with whom they feel comfortable.</p>
<b>Source</b>	Rutgers WPF, 'Girls' Talk'

## **SEX, SEXUALITY AND RELATIONSHIPS**

## Relationships with Family, Friends and Professionals \*

<b>Subtitle</b>	Identifying different types of relationships which are not sexual, and the kinds of touch and feelings attached to those relationships.
<b>Level</b>	Level 1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To identify different types of relationships which are not sexual.</li> <li>• To discuss what kind of touch is acceptable for each relationship.</li> <li>• To be aware of the feelings attached to each relationship.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Optional: 'All about us' CD-rom</li> </ul>
<b>Duration</b>	45–60 minutes
<b>Methodology</b>	<p><b>Introducing the session:</b></p> <ol style="list-style-type: none"> <li>1. Write the word 'RELATIONSHIPS' on a flipchart and</li> <li>2. Ask participants to tell you what a relationship is. Look for answers like 'people we know, like or love' and</li> <li>3. Write them on the paper.</li> </ol> <p><b>Who do we have relationships with?</b></p> <ol style="list-style-type: none"> <li>4. Ask participants to tell the group about different people they know and relate to, and</li> <li>5. ask them to write it on the flipchart (or you do it if they prefer): family members, friends, partners, professionals (doctors, teachers, support workers, bus and taxi drivers) etc. Use pictures or drawings to put next to each word.</li> </ol> <p><b>Feelings for different relationships</b></p> <ol style="list-style-type: none"> <li>6. Give each participant 2 words (like/love) or 2 drawings of a hand with thumb up (like) or a heart (love) and</li> <li>7. Ask them to stick them next to each of the people written on the list.</li> <li>8. Ask them to talk about their choices.</li> <li>9. Recall the 'Good Touch/Bad Touch' session and introduce 3 types of touching: kissing, hugging and shaking hands (you could use the same drawing from that session).</li> </ol> <p><b>Type of touching we do in those relationships</b></p>

	<p><b>10.</b> Ask participants to choose the type of touching they think is OK with each of the people in the list.</p> <p><b>11.</b> Play 'All about us': Appropriate/inappropriate touch OR Use the handout with main messages and exercises from the CD-rom.</p>
<b>Guidance and talking points for the facilitator</b>	<p>The facilitator must be aware of the cultural difference of touch within circles of families and friends.</p> <p>The facilitator must be aware of over-sexualized responses from participants.</p>
<b>Source</b>	UKfpa

## **Handout – Messages for Saying ‘Yes’ or ‘No’ to Touch + Relationships with Family, Friends and Professionals**

*Source: This is a transcript of the messages from the ‘All about us’ CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

There are lots of people in your life: family and friends, bus drivers or taxi drivers who take you to school or the day care centre, support workers, and sometimes you go to the doctor or the dentist. These people are in your life, and this is called relationships. How we and others behave towards each other depends on our type of relationships.

### **Family**

You can watch TV with your family or have dinner together. Sometimes you laugh or argue with your family. All families laugh and argue.

Sometimes you hug and kiss each other on the cheek. This is OK if you both feel comfortable and happy about this. If you do not feel comfortable about someone hugging or kissing you, you can tell this person to stop. If you are worried, tell someone else you can trust.

Not everyone wants to be hugged or kissed. And sometimes other people might not feel comfortable with you hugging them. If you do not know the person well, ask them if it is OK to hug them or kiss them on the cheek.

### **Friends**

With your friends you can go bowling and to the cinema. You enjoy being together and having a good time. Sometimes you hug each other or kiss each other on the cheek.

This is OK if you both feel comfortable and happy about this. If you do not feel comfortable about someone hugging or kissing you, you can tell this person to stop. If you are worried, tell someone else you can trust.

### **Bus or taxi driver**

We can talk and laugh with the bus or taxi driver, but your relationships with the bus or taxi driver is a different type or relationship from those with your family and friends. Within this relationship you don’t kiss or hug each other.

Remember, if you do not feel comfortable about someone hugging or kissing you, you can tell them to stop. If you are worried, tell someone else you can trust.

Sometimes someone else might feel uncomfortable because you are hugging or kissing them and might ask you to stop – and you must listen to them and stop hugging or kissing them.

## **Doctor or dentist**

Sometimes when you are not feeling well, you might need to go to the doctor. The doctor might need to touch your body to find out why you are not feeling well. You can always ask your support worker or someone from your family to come along.

When you are feeling OK when someone is touching you, this is good and wanted touching.

When you are not OK with someone touching you and have asked them to stop and they do not stop, this is bad and unwanted touching.

*Show some illustrations and ask participants to identify the situations as good and wanted or bad and unwanted touching.*

*End the session by reminding the participants of the following:*

If someone touches you and you do not want this, ask the person to stop. If you are worried about this, go and tell someone else you trust. If someone asks you to stop kissing or hugging them, you must stop.

## Romantic and Sexual Relationships \*

<b>Subtitle</b>	Understand what a romantic/sexual relationship is
<b>Level</b>	Level 2
<b>Prior knowledge needs</b>	Understanding of parts of the body
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concept of a romantic relationship.</li> <li>• To understand the concept of a sexual relationship.</li> <li>• To enable participants to identify different types of romantic/sexual relationships (gay, lesbian, straight).</li> <li>• To enable participants to link sexual relationships and safer sex.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Hilary Dixon's 'Picture Yourself' cards</li> <li>• Pairing pictures</li> <li>• Flipchart</li> <li>• Optional: 'All about us' CD-Rom</li> </ul>
<b>Duration</b>	45–60 minutes
<b>Methodology</b>	<p><b>Introducing the session</b></p> <ol style="list-style-type: none"> <li>1. Put down on the table pictures of men and women and ask the group to pair them. Once they've done this, tell them that they are going to talk about relationships between people who fancy or/and love each other.</li> </ol> <p><b>Main theme</b> <b>Pairing pictures</b></p> <ol style="list-style-type: none"> <li>2. Using the pairings made during the introduction, ask one of the participants to stick a pair on a flipchart paper and write 'romantic relationships' on top.</li> <li>3. Ask the group what a <u>romantic relationship</u> is:</li> <li>4. write or ask them to write or draw the words/images (i.e. love, like, care, hearts, flowers, dinner, cinema, walks, chocolates etc.).</li> <li>5. Recap all the words and agree a definition.</li> <li>6. Ask another participant to choose another pair (or use the same pair in the romantic relationship) and stick them on a flipchart paper, then write the words 'sexual relationships' at</li> </ol>



	<p>the top.</p> <ol style="list-style-type: none"> <li>7. Ask the group what they think a <u>sexual relationship</u> is and write/draw (or they do it) the words/images suggested: naked, bedroom, penis, vagina, anus, touching each other, kissing etc.</li> <li>8. Recap and agree a definition.</li> </ol> <p><b>Different type of relationships</b></p> <ol style="list-style-type: none"> <li>1. Using the pictures, pair 2 men, 2 women and a man and a woman.</li> <li>2. Ask participants what types of relationships they are.</li> <li>3. Write all the words they use under each pairing. Write 'gay', 'lesbian' and 'straight', and emphasize that these relationships are normal and that everyone is different.</li> <li>4. Introduce Hilary Dixon's 'Picture Yourself' cards (set F for same-gender relationships, set 3 for straight relationships) and take them through the story related including the sexual part to bring together romantic, sexual and different types of relationships.</li> <li>5. Bring the group's attention to the safer sex methods the characters are using (condom, dam) to link with future safer sex sessions.</li> </ol> <p><b>Optional:</b>  Play the 'All about us' CD-rom: Sexual relationships  OR  Alternatively, use the handout with main messages and exercises from the CD-rom.</p>
<b>Guidance and talking points for the facilitator</b>	<p>The facilitator must make clear the differences between romantic and sexual relationships and the levels of trust that a sexual relationship requires as well as the consequences of unsafe sex.</p> <p>The facilitator must reinforce the positives of a consensual romantic/sexual relationship.</p>
<b>Source</b>	UKfpa

## Handout – Messages for Romantic and Sexual Relationships

*Source: This is a transcript of the messages from the 'All about us' CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

We have learned about relationships we have with family and friends, and now we are going to look at another type of relationships.

As part of growing up we might have feelings for another person that are different from the feelings we have for our family or friends. We might get exciting feelings thinking about them or imagining kissing them or being close to this person. These are called sexual feelings. Sometimes when people talk about these feelings they say they fancy this person.

### For girls

- Sometimes as a girl you might get these special feelings for a boy. This is normal and OK.
- Sometimes these special feelings might be for another girl or woman. We call this being gay or lesbian. This is also normal and OK.
- We are all different.

### For boys

- Sometimes as a boy you might get these special feelings for a girl. This is normal and OK.
- Sometimes these special feelings might be for another boy or man. We call this being gay or homosexual. This is also normal and OK.
- We are all different.

Sometimes this special person becomes our boyfriend or girlfriend, and this relationship will be different from the other types of relationships we talked about.

With our girlfriend or boyfriend we might like to hold their hands or enjoy kissing or cuddling with them. (Show pictures of the different relationships – e.g. friends, family, boy/girlfriend, gay men, lesbian women, doctor, carer/support worker and bus driver – and ask the participants to identify the right picture for each type of relationship.)

Sometimes when two people have been together for some time, talked about things, done a lot of things together and met each other's friends and family, they may love one another and want to be together, so they might decide to become engaged and get married. When you have been together for a long time and trust, like or love the other person, you might want to have sex with them. Some people wait until after they are married before having sex.

When people talk about having sex most of the time they will be talking about intercourse – we have already talked about the erect penis and the vagina – intercourse is when the erect penis enters the vagina. This can lead to getting pregnant and making a baby.

You should never have sex unless you are very sure and you are comfortable with it. You should never have sex when someone tells you to. Remember, you can always say 'no' or 'stop' when you are not feeling comfortable with it. Remember, you should only have sex in a private space such as the bedroom with your curtains and door closed.

## Masturbation (1)

<b>Subtitle</b>	Understanding the concept of masturbation
<b>Level</b>	Level 1 – link it with private space
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand what masturbation is.</li> <li>• To be aware of female and male masturbation.</li> <li>• To be aware that masturbation should happen in a private space.</li> <li>• To enable participants to understand that masturbation is a safe exploration of their sexuality.</li> </ul>
<b>Materials needed</b>	Hilary Dixon's 'Picture Yourself' (set 4 cards 36–41; set 4 cards 42–48) or pictures of a woman and a man masturbating in her/his room
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Give each participant a series of drawings from Dixon's Picture Yourself (woman masturbating in her room, set 4 cards 36–41), man masturbating in his room (set 4 cards 42–48).</li> <li>2. Ask participants to describe each picture, prompting them if necessary.</li> <li>3. Use appropriate language for sexual parts of the body agreed in previous sessions.</li> <li>4. Emphasize that masturbation is fine, helps you to understand your body, it's done in a private space and you need to clean yourself afterwards.</li> <li>5. Play the 'All about us' CD-rom about masturbation and private places OR Alternatively, use the handout with the main messages and exercises.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>The facilitator must emphasize that masturbation is a positive sexual behaviour when done in a private space (e.g. with the door closed and a 'do not disturb sign' on the door or, if you are sharing the room, under the blankets).</p> <p>The facilitator must make clear that it is a choice and that both masturbating and not masturbating are OK.</p>
<b>Source</b>	UKfpa

## Handout – Messages for Masturbation

*Source: This is a transcript of the messages from the 'All about us' CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

### Girls

We have learned about the vulva and vagina. Here is a picture of the vulva (repeat the parts of the vulva – vagina and pubic hair).

Now we are going to learn about the vagina and masturbation.

Most girls like to touch a little bump in their vulva called the clitoris.

Girls like to touch the clitoris because this gives them a nice feeling in their body. This is called masturbation or is sometimes called playing with yourself and is a normal thing to do. Sometimes when girls do this the nice feeling gets stronger and stronger and they can have what is called an orgasm. When this happens the vagina will become wet and the nice feelings become stronger.

Some people like to masturbate, and some people don't, and whatever you choose to do is OK.

Masturbation is normal and is not harmful and helps you to know your body better.

We have learned about public and private spaces (repeat with illustrations to recap on private and public spaces by showing pictures of a living room, bedroom, bathroom, park, supermarket and public toilets and say for each of them if they are a public or a private space.)

People should only masturbate in private spaces such as in your bedroom with your door and curtains closed. People should never masturbate in public spaces.

*Use the illustrations again and ask participants if it is OK to masturbate there or not (pictures of a bedroom, living room, supermarket, public toilets, park and bathroom).*

### Boys

We have learned about the erect penis, and now we are going to talk about the erect penis and masturbation.

Boys like to rub their penis because this gives them a nice feeling in their body. This is called masturbation and is sometimes called playing with yourself and is a normal thing to do.

When a boy rubs his penis the nice feeling can get stronger and stronger, and the penis becomes hard. They can have what is called an orgasm, when this happens semen comes out of the penis, and this is called ejaculation.

Some people like to masturbate, and some people don't, and whatever you choose to do is OK.

Masturbation is normal and is not harmful and helps you to know your body better.

We have learned about public and private spaces (repeat with illustrations to recap on private and public spaces by showing pictures of a living room, bedroom, bathroom, park, supermarket and public toilets and say for each of them if they are a public or a private space.)

People should only masturbate in private spaces such as in your bedroom with your door and curtains closed. People should never masturbate in public spaces.

*Use the illustrations again and ask participants if it is OK to masturbate there or not (pictures of a bedroom, living room, supermarket, public toilets, park and bathroom).*

## Masturbation (2)

<b>Subtitle</b>	Understanding the concept of masturbation
<b>Level</b>	Level 2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand what masturbation is.</li> <li>• To be aware of female and male masturbation.</li> <li>• To be aware that masturbation should happen in a private space.</li> <li>• To enable participants to understand that masturbation is a safe exploration of their sexuality.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Flipchart with the word 'truth' and one with the word 'myth'</li> <li>• Handouts with true and false statements about masturbation</li> </ul>
<b>Duration</b>	45 minutes
<b>Methodology</b>	<p>In this activity, participants are requested to explore statements about masturbation and to determine which are true and which are myths.</p> <ol style="list-style-type: none"> <li>1. Start with two statements unrelated to the subject to break the ice and to help the participants feel more at ease while exploring the realms of truths and myths. This will also help participants to understand that this is an information-sharing session, not a masturbation demonstration. (For example, 'ice cream is always blue' and 'ice cream comes in many different flavours'). Discuss the statements briefly and place them under the correct heading of truth or myth.</li> <li>2. Having done this, be sure to explain that the idea of the session is to continue looking at truths and myths around a certain issue and that issue is masturbation.</li> <li>3. Divide the group into two mixed groups and hand out one statement at a time.</li> <li>4. Using the statements, encourage the groups to discuss whether they are true or false and to place them under the appropriate heading.</li> </ol> <p>Sample statements might be:</p> <ul style="list-style-type: none"> <li>• When someone masturbates they only touch their genitals.</li> <li>• Only boys masturbate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Masturbation makes you feel euphoric and content.</li> <li>• People who masturbate are in danger of going mad.</li> <li>• If you masturbate you will get hairy palms.</li> <li>• Men always masturbate more than women.</li> <li>• If you masturbate you can't make a woman pregnant.</li> <li>• Some people feel bad when they masturbate because they feel embarrassed.</li> <li>• Only gay people masturbate.</li> </ul>
<b>Guidance and talking points for the facilitator</b>	<p>During the exercise pay attention to the tension in the room and refer back to group ground rules if necessary.</p> <p>Be sure to avoid individual stigmatization – you can do this by creating groups that play together.</p> <p>Be ready to expand on truths where needed to help to embed them. Ask open questions such as 'why do you think people would say that?' or 'how can we change that?'</p> <p><b>Main messages:</b> Masturbation is a healthy part of an individual's private life. It forms part of a variety of sexual activity that an individual may choose to engage in. Everyone explores masturbation, and it's OK to like it and OK not to like it.</p>
<b>Source</b>	Cyprus FPA



## Talk to Me About Flirting

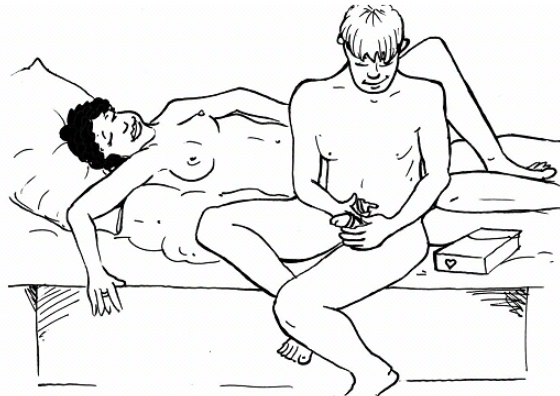
<b>Subtitle</b>	What is flirting all about?
<b>Level</b>	Level 2
<b>Objectives</b>	To enable participants to understand the concept of flirting.
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• 2 large pieces of cardboard in different colours</li> <li>• Post-it notes</li> </ul>
<b>Duration</b>	25–30 minutes
<b>Methodology</b>	<p>Be sure that the participants know the correct terminology for the various parts of the body and that they know the difference between private and public parts of the body.</p> <ol style="list-style-type: none"> <li>1. On each of the coloured cards write 'Flirt' in large letters.</li> <li>2. In plenary, start a discussion on the issue by asking questions such as: <ul style="list-style-type: none"> <li>• What is it: flirt?</li> <li>• How do you do it?</li> <li>• How does it feel?</li> <li>• When does it happen?</li> <li>• Who does it involve?</li> <li>• Can someone be made sad by a flirt?</li> <li>• Can flirting making someone happy?</li> </ul> </li> <li>3. After the discussion, hand out the Post-it notes and ask participants to write up to 3 words that they believe are connected or related to the word 'flirt'. Ask them to do this without putting their names on the Post-it. Collect the Post-its in a bag or box and shake them up.</li> <li>4. Ask each participant to pick up and read out a Post-it note.</li> <li>5. Discuss in plenary, briefly dispelling any myths and adding to truths.</li> <li>6. Place the myths on one piece of cardboard and the truths on another.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	During the exercise pay attention to participants who may feel uncomfortable or distressed, and make space for them to be able to express how they feel and to choose the level at which they want to participate. Be sure to have ground rules around respect

	<p>for each other and no self-disclosure.</p> <p>Use the plenary session to gauge the level of knowledge of the group, to be able to pitch the session to their level of understanding. Ask open-ended questions such as how did that feel?</p> <p><b>Main messages:</b>          Flirting can be fun and safe. If you flirt with someone, be prepared to accept that they may not always like it. If you feel uncomfortable or unsafe if someone is flirting with you, you have the right to say so.</p>
<b>Source</b>	Cyprus FPA

## It's a Love Story

<b>Subtitle</b>	Reflection on practice, values and language
<b>Level</b>	Level 2
<b>Objectives</b>	To enable participants to think about the values and practices within a romantic relationship.
<b>Materials needed</b>	Laminated selected illustrations (see handouts below)
<b>Duration</b>	15 minutes for group work, each group 5–10 minutes reporting back and 5–10 minutes debriefing in plenary
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Divide the group into small groups and give each one of the groups a set of picture cards.</li> <li>2. Ask the participants to use the cards to tell a story from the beginning to the end, and to place them in the order of their story.</li> <li>3. The participants have the freedom to build their story and content using the images.</li> <li>4. When the groups are finished they each tell their story to the group.</li> <li>5. Then all the stories can be compared, and the group can discuss the differences.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>For the debrief you can use the following questions:</p> <ul style="list-style-type: none"> <li>• What was easy?</li> <li>• What was difficult?</li> <li>• What aspects/questions did you debate about in your group?</li> <li>• What was hard to say/share in your group?</li> </ul>
<b>Source</b>	Pro Familia Landesverband Bayern

## Handout – It's a Love Story



Source: Pro Familia Landesverband Bayern



## Interviews

<b>Subtitle</b>	Your top three values or norms
<b>Level</b>	Level 2
<b>Objectives</b>	<p>To enable the participants to get some sense of the messages their parents have given them in relation to sexuality.</p> <p>To enable the participants to understand that their upbringing, background and/or culture give them a values framework in relation to sexuality, dating and love.</p>
<b>Materials needed</b>	Handouts 1 and 2
<b>Duration</b>	20 minutes
<b>Methodology</b>	<p><b>Introduction:</b> We have talked previously about sexuality and relationships. Everyone will have some experience with love and relationships and has their own opinion about it. Your upbringing and your education have had an important part in shaping how you think or feel about sexuality and relationships. Everyone gets messages about how they should behave or feel.</p> <ol style="list-style-type: none"> <li>1. Pass around the two exercise handouts and</li> <li>2. ask them which messages they received from their parents or carers.</li> <li>3. Ask the participants to list the top three values and norms they got from home. They can choose them from handout 1 and write them down on handout 2.</li> <li>4. Afterwards they can compare and discuss their choices in pairs.</li> </ol>
<b>Guidance and talking points for the facilitator</b>	<p>After the exercise talk with the group about what came up in the discussions in pairs.</p> <p>In your conversations you will have noticed that there are similarities and differences in the way you were raised and the messages you received about sexuality. These differences and messages are rooted in different aspects such as culture, sex, age, religion etc. As you become older you might start to disagree with some of these messages that you got from your</p>

	<p>parents and start forming your own opinion – making your own choices. This might lead to conflicts. Everyone makes his or her choices, and we should respect each other's choices. It's easy to develop prejudices because you don't know each other's background. To avoid this, it is important to talk to each other.</p> <p>Try to include discussions and comments that came up in the group discussion.</p>
<b>Source</b>	Rutgers WPF, 'Girls' talk'

## Instructions

You can find a list of different values and norms that people might find important when it comes to sexuality. Indicate which norms and values were important in your upbringing – and also indicate what you find important when it comes to sexuality.

Values and norms in relation to sexuality	Important	Not important	Your own vision
Only do what you also want to			
No sex before marriage			
Boys and girls are equal			
You have to enjoy sex			
No sex outside a relationship			
Boys need to respect girls			
Don't shame your family by misbehaving			
Sex is OK as long as you practise it safely			
Being homosexual is fine			
Girls need to indicate their limits themselves			
When you're pregnant you are kicked out of the house!			
Make sure you are independent from men			
Men are not to be trusted			
First finish your education, then start a relationship			
Only date your own kind			
Others, namely:			
Others, namely:			



### Instructions for the exercise in pairs

First note down or indicate the three values that are the most important for you. Then go through the different questions and discuss in pairs.

**My top three values and norms are:**

- 1.
- 2.
- 3.

Compare your answers with each other.

- Talk about the norms and values that were important in your house when you were growing up and how you knew these are/were important – has your mother or father told you this?
- Do your values or norms differ, or were some of them the same?
- How do you feel about the norms and values that were part of your upbringing?
- Which ones did you internalize, and which ones not and why? Have you had conflicts about differences in norms and values in your family, and how did you deal with this? If you are a girl and have a brother, did the same norms and values apply to him? If you are a boy and have a sister, did the same values apply to her?

## **SAFER SEX**

## Contraception

<b>Subtitle</b>	Understanding what methods there are to stop a woman from getting pregnant
<b>Level</b>	Level 2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To enable participants to understand the concept of contraception.</li> <li>• To enable participants to be able to identify different methods of contraception.</li> <li>• To enable participants to understand how contraceptive methods work to stop a woman from getting pregnant.</li> <li>• To enable participants to understand how to use these methods of contraception.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Contraceptive kit (a kit of the different contraceptive methods available to the participants – if you are not allowed to use samples to demonstrate, use life-size pictures)</li> <li>• Optional: 'All about us' CD –rom</li> </ul>
<b>Duration</b>	45–60 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Play 'How babies are made' OR use the main messages from the handout below.</li> <li>2. Clarify and explain some of the images.</li> <li>3. Prompt participants to answer the questions on the CD-rom.</li> <li>4. Play it again if necessary.</li> <li>5. Show the group contraceptive methods from the kit one by one, explaining their names and where they go, who needs to give them to them and how long they last: condom, pill (photo card), injection (photo card), implant and IUDs (coils). They can touch them and ask questions.</li> </ol> <p>You could use a 'contraceptive suitcase' or, if you are not allowed to take the contraceptive methods into the sessions, use pictures of the different contraceptive methods available. Therefore, when preparing for this session it is important to find out which contraceptive methods are available to the participants.</p>
<b>Guidance and talking points for</b>	See handout with messages on contraception.

<b>the facilitator</b>	
<b>Source</b>	UKfpa, 'Good sexual health and relationships', Group session, plan 9; Pro Familia, UKfpa and Senso have easy language brochures available.

## Handout – Messages on Contraception

*Source: This is a transcript of the messages from the 'All about us' CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

### How babies are made

In the last topic we learned about relationships and sexual intercourse. Sometimes, when a man and woman are in a relationship, they may decide they want to have a baby. Some may be girlfriend and boyfriend, while other people prefer to be husband and wife before they decide to have a baby. Everyone is different. This is a big decision that both a man and a woman will make together when they feel ready to have a baby.

If you remember, we learned that when a girl starts having a period it is her body getting ready to have a baby.

We also learned about the woman's ovaries and that about each month a girl may produce a tiny egg.

Let's look what happens when a girl has a period: each month a tiny egg too small to see comes out of the ovary. Girls have two ovaries.

Let's look at where the ovaries are. The tiny egg then moves down one of two small tubes to the womb. These tubes are called the fallopian tubes.

The womb is where the baby grows. When a girl's body knows that no baby is growing, her period starts.

If you remember, earlier we learned about ejaculation. When this happens, semen comes out of the end of the penis. Semen has lots of sperm in it.

Let's look again to see what happens. When boys or men have an erection, sometimes a creamy liquid can come out of the end of their penis. This is called semen. And when this happens, we call it ejaculation. Urine and semen cannot come out of the penis at the same time. Semen has lots of sperm in it.

It takes only one egg and one sperm to make a baby. When a man and woman have sexual intercourse, lots of sperm travel in the semen and come out of the end of the man's penis and quickly swim up the woman's vagina and into her womb.

After the sperm goes into the womb, it swims into the fallopian tubes. Sometimes the sperm might meet an egg, and if it gets inside an egg this is the beginning of the baby.

The egg has now been fertilized. And it moves down the fallopian tube into the womb. This then begins to grow into a baby. Which means the woman is now pregnant.

The baby will continue to grow for nine months in the woman's womb. When women first become pregnant, they may miss a period, feel tired and sometimes they might feel sick.

Most women's periods stop during their pregnancy. Their periods usually start again after their baby is born.

If you're having sex and think that you might be pregnant, then you should tell someone you trust or go to see your doctor. If you're having sex and think your girlfriend or wife may be pregnant, then you should first talk about this together. Then you both should tell someone you trust or go to see your doctor.

After about nine months the baby will be ready to come out of the woman's womb. The woman will usually start to have pains. This is called labour and means that the baby is ready to come out of the woman's body. Usually, the woman will go to a hospital to have a baby, but some women choose to have their baby at home.

Let's look again to see if you know how a baby is made:

- Click on the picture that shows **what's in the semen**  
*[choice between pictures/images of: one sperm, lots of sperm, an egg].*  
That's right; semen has lots of sperm in it.
- **How many eggs and how many sperm does it take to make a baby?**  
Click on the correct picture  
*[choice between images of: two eggs, one sperm; one egg, one sperm; many eggs, one sperm].*  
That's right; you only need one egg and one sperm to make a baby.
- Click the **space where the sperm fertilizes the egg**  
*[show image of female internal sex organs and give three options: in the ovaries, in the fallopian tubes, in the womb].*  
That's right; the sperm fertilizes the egg in the fallopian tube.
- **How many months does the baby grow in the woman's womb?**  
Click on the correct answer  
*[choice between 6 months, 9 months, 12 months].*

That's right; the baby grows in the woman's womb for nine months.

Not everyone who has sex will want to have a baby. We will learn about what we can do to make sure that we don't have a baby in the topic called 'contraception'.

Congratulations, now you know how babies are made.  
*[Certificate – if all correct]*

## Contraception

We have learned how to make a baby, but we know that not everybody who has sex is ready to have a baby or wants to have a baby.

If a man and woman are having sex or planning to have sex but they don't want a baby, then there are lots of things they can do to help stop them from making a baby. Remember, a baby is made when the man's sperm meets the woman's egg.

There are things that men and women can do to stop the woman from getting pregnant. This is called contraception.

You can go to your doctor or nurse, family planning clinic or contraception clinic to get information and help about contraception.

Let's now look at some of the different types of contraception. These are pictures of some of the different types of contraception you can use before you have sex.

*Click on each one to learn what they are called: this is an implant; this is an IUD; this is the injection; this is the pill.*

**1. Click on the condom**

Some men use a condom. Some people call these 'rubbers'. The condom is put on the man's erect penis just before he is about to have sex. This helps stop the man's sperm from meeting the woman's egg. It's important that we put condoms on properly, so that they don't tear. Condoms can also stop women or men from getting a sexually transmitted infection. We will learn about sexually transmitted infections in the next topic. Condoms can be bought in lots of shops or chemists. Sometimes we can buy them from machines in public toilets. Women and men can also get them free from family planning clinics or contraception clinics.

**2. Click on the pill**

Some women take a contraceptive pill to stop them from getting pregnant. There are different types of contraceptive pills. The doctor or nurse will help the woman to choose which contraceptive pill is best for her. Women can get the pill from the doctor, family planning clinic or contraception clinic.

**3. Click on the injection**

Another type of contraception is the injection. The woman can get this every two to three months from the doctor.

**4. Click on the implant**

Some women get an implant. This is the size of a small matchstick which the doctor puts in the woman's arm. This stops her from getting pregnant for up to 3 years.

**5. Click on the IUD**

Some women use an IUD. A doctor or nurse puts it through the woman's vagina and into her womb.

It helps to stop her from getting pregnant for 5 to 10 years.

No matter what type of contraception a man and woman use for having sex, it is a decision that both should make together. It shouldn't be left up to just one person.

If a woman has had sex and hasn't used contraception and doesn't want to have a baby, there are things she can do to help stop her from getting pregnant.

This is called **emergency contraception**. And there are two kinds.

One type is called the emergency pill, which must be taken within 3 days or 72 hours of having sex. It works better the sooner you take it, so the woman should go as soon as

possible to her doctor, family planning clinic or contraception clinic who can give her the emergency pill free. It can also be bought at some chemists.

If you remember, we have already learned about the IUD. This is also the second kind of emergency contraception. The doctor will put the IUD in the woman's womb, but it has to be done within 5 days of having sex. It is important to know that emergency contraception can usually stop a woman from getting pregnant but it doesn't always work.

So it is very important that women and men plan what contraception they are going to use *before* having sex.

Let's see if you can remember the different kinds of contraception:

*Click on the condom, the pill, the injection, the implant, the IUD.*

*[If all correct]*

Congratulations, now you know about contraception!



## How to Use a Condom

<b>Subtitle</b>	Putting a condom on/taking a condom off a condom demonstrator
<b>Level</b>	Level 2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To enable participants to understand the reasons to use a condom.</li> <li>• To enable participants to identify when to use a condom.</li> <li>• To enable participants to open the condom wrapper and take the condom out.</li> <li>• To enable participants to put the condom on the condom demonstrator and roll it down.</li> <li>• To enable participants to roll the condom up a condom demonstrator and wrap it in tissue.</li> <li>• To enable participants to understand why they need to throw the tissue in a bin.</li> </ul>
<b>Materials needed</b>	Condom demonstrator and condoms (bring different kinds of condoms, different flavours and smells, with lubricants and without lubricants)
<b>Duration</b>	45–60 minutes
<b>Methodology</b>	<p><b>Recap and introduction</b></p> <ol style="list-style-type: none"> <li>1. Q+A to refresh the participants' memories of the last session using materials/objects of reference from the last session.</li> <li>2. Use the objects to be used during the session (condom demonstrator and condoms) and put them on the table.</li> <li>3. Say that they are going to learn how to put the condom in the wrapper on the condom demonstrator.</li> <li>4. Emphasize the message that this is to stop a woman getting pregnant and to prevent sexually transmitted infections.</li> </ol> <p><b>Main theme</b></p> <ol style="list-style-type: none"> <li>5. You demonstrate how to put a condom on the condom demonstrator, explaining that it represents an erect penis and then explain every step: tear the wrapper on the serrated side; take the condom with your fingers (not with your teeth or nails as it may tear); pinch the top of the condom to get the air out to stop it from bursting and put it on top of the demonstrator; roll it down using your fingers; then explain the erect penis goes into the woman's vagina. When the man has</li> </ol>

	<p>come (ejaculated: ask what this means and explain if necessary) the man needs to pull out before his penis gets soft, by holding the condom at the base of his penis to stop it from slipping off into the vagina; then he needs to get a tissue, wrap it around the base of his penis and pull the condom off his penis wrapped in the tissue; then put the condom in a bin (not down the toilet – to stop it getting blocked.)</p> <p><b>6.</b> Repeat the demonstration.</p> <p><b>7.</b> Participants practice how to put a condom on by following your instructions while you do another demonstration.</p> <p><b>8.</b> Participants repeat the exercise.</p>
<b>Guidance and talking points for the facilitator</b>	You use condoms to stop pregnancy and to prevent infections.
<b>Source</b>	UKfpa, 'Good sexual health and relationships', Group session, plan 10

## Sexually Transmitted Infections (STIs)

<b>Subtitle</b>	Identifying what an STI is
<b>Level</b>	Level 2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To enable participants to identify the symptoms of STIs.</li> <li>• To enable participants to know about what to do when they identify these symptoms.</li> <li>• To enable participants to identify ways to avoid STIs.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Condom demonstrator, condoms and dams</li> <li>• A copy of an easy-to-read leaflet on STIs</li> <li>• Optional: 'All about us' CD-Rom</li> </ul>
<b>Duration</b>	45–60 minutes
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Write 'Sexually Transmitted Infections' and the acronym 'STI' on a flipchart and ask if they know what this is. Give a clear, short explanation, using signs for pain in the genital area.</li> <li>2. Play the CD-rom 'All about us' on STIs or use the handout below, which contains the main messages from the CD-rom.</li> <li>3. Reinforce the message about the symptoms and where to go to cure the infection as well as how to prevent infection.</li> <li>4. Show the condoms and dams to participants and ask them to open the wrapping and explore them. Recap the session about how to put a condom on and demonstrate if necessary on the condom demonstrator.</li> <li>5. Give participants a copy of the easy-to-read leaflet on STIs. Take the participants through the leaflet, focusing on the symptoms and the visit to the doctor, the medications to take, and the prevention methods (condom and dam).</li> </ol>
<b>Guidance and talking points for the facilitator</b>	See attached handout
<b>Source</b>	UKfpa, 'Good sexual health and relationships', Group session, plan 11

*Source: This is a transcript of the messages from the 'All about us' CD-Rom of UKfpa, available at [www.fpa.org.uk](http://www.fpa.org.uk)*

We have learned that when a man and woman have sex, the woman can get pregnant. And we have learned that if they do not want to have a baby, they use contraception. Let's see if you can remember some of the different kinds of contraception:

*Click on the condom, the pill, the injection, the implant, the IUD.*

But anyone who has sex can also get an infection. This is called a sexually transmitted infection. So we are now going to learn about sexually transmitted infections. Sometimes they are called 'STIs'.

There are lots of different types of STIs. Here are the names of some: genital warts, herpes, chlamydia, HIV and AIDS.

So how will you know if you have an STI? Sometimes you will not know that you have an STI, because you don't have any signs or symptoms and you don't feel ill. And at other times you may have some symptoms.

Two to 14 days after a woman has had sex, she may notice some changes. For example, around her vagina. Do you remember, we learned about the vagina? Here it is again. She may notice a different liquid coming from her vagina. This liquid is also known as a discharge. And it can be thick or watery, creamy, white, yellow or green. It might be smelly. This means that she might have an STI.

Two to 14 days after a man has had sex he also may notice some changes. For example, around his penis. Do you remember, we learned about the penis? Here it is again. He may notice a different type of liquid coming from his penis. This liquid is also known as a discharge. And it can be thick or watery, creamy, white, yellow or green. It might be smelly. This means that he might have an STI.

Sometimes a person might feel pain or a burning feeling when they pee/when they go to the toilet. This can happen to both men and women.

Sometimes a man might find a rash, lump, blister or have an itch around his penis. Sometimes a woman might find a rash, lump, blister or have an itch around her vagina.

Most STIs can be treated if the treatment is started as soon as possible. Usually you will be given tablets to take or cream to use. It is very important to get treatment as soon as possible so that you stay healthy. If you think you might have an STI you should go to see your doctor. Some hospitals have clinics where you can have a test and get treatment. These clinics can have different names, such as a sexual health clinic or G.U.M. Sometimes also called the 'gum clinic'.

Now we are going to learn how to avoid getting an STI. Do you remember we learned about condoms when we talked about contraception? Let's look at that again.

Some men use a condom. Some people call these 'rubbers'. The condom is put on the man's erect penis just before he is about to have sex. This helps to stop the man's sperm from meeting the woman's egg. It's important that we put condoms on properly, and that they don't tear. We know that condoms can help stop the woman from getting pregnant.

But condoms can also help to stop someone getting an STI. So every time you are having sex, you should use a condom, even if you are using another type of contraception to stop a pregnancy. So condoms help stop a pregnancy and stop you getting an STI.

Let's see how much you remember about STIs:

**Which of these sentences are true, and which are false?** If you think the sentence is true, click on the green X; if you think the sentence is false, click on the red X:

- Only a woman can get an STI: true or false?  
That's right. Both men and women can get an STI.
- You don't always have signs or symptoms when you have an STI: true or false?  
That's right. You don't always have signs or symptoms when you have an STI.
- Sometimes if you have an STI, it can feel painful when you go to the toilet: true or false?  
That's right. Sometimes if you have an STI, it can feel painful when you go to the toilet.
- Here are four types of contraception *[image of pill, condom, injection and IUD]*.  
Click on the one that stops you from getting an STI.  
That's right; condoms can help stop you from getting an STI.

Congratulations, now you know about STIs *[if all correct]*.